

I.B. History Revision Guide 2019

Revision Schedule (2019)

Date/Time	Revision Topics
Tuesday/Wednesday April 23rd/24th	Mini-Mock Exam
Thursday/Friday April 25th/26th	Paper 1- German and Italian Foreign Policy Case Studies
Thursday April 25th 3:10-4:00 PM	Paper 1 Strategies and Practice
Monday/Tuesday April 29th/30th	Paper 2- Hot and Cold War
Wednesday/Thursday May 1st/2nd	Paper 2- Authoritarians
Wednesday May 1st 3:10-4:00	Paper 3-Russia and the USSR
Friday/Monday May 3rd/6th	Paper 3- Diplomacy in Europe
Tuesday May 7th AM	Last Minute Panic Questions and General Anxiety

IB REVISION GUIDE TABLE OF CONTENTS

1. General Revision Guidelines for Papers
2. Syllabus of Paper 1 Content Audit and Specific Strategies
3. Past Paper 1 Questions and Mark Schemes
4. Syllabus of Paper 2 Content Audit and Specific Strategies
5. Key Terms and Who's Who in IB History (Paper 2)
6. Wall of War
7. Single Party State Checklist: Mao, Hitler, Stalin and Mussolini
8. Totalitarian Tea Party
9. Make Your Own Cold War Sandwich-Causes, Key Events and Collapse
10. Past Paper 2 Questions and Mark Schemes
11. Syllabus Paper 3 Content Audit and Specific Strategies
12. Imperial Russia Becomes Soviet Russia (1855-1924)
13. Diplomacy in Europe-Was World War II Inevitable?
14. Paper 3 Questions and Mark Schemes
15. Mr. Johnson's Guide to Historiography

Use the examples of past questions and the revision guidelines to help structure your revision notes. It is important that you are aware of the key issues and that you structure notes around these issues. Also prepare essay plans on past questions so that you can identify gaps in your knowledge, develop quality examples, practice analysis and identify areas to insert historiography. It will also help you practice your essay structure. Your history teachers will be happy to answer questions, review revision notes and essay plans with you, time permitting.

So you have decided to take the I.B. History Exam.....

Before launching into the final stretch of your two years of I.B. History course, it is important to take a moment and reflect how we got here. Over the past two years we have studied a range of content, practiced a variety of historical skills and have honed our critical filters to finally arrive at this point as historians. Take a moment and relish in all that you have accomplished up to this point...

Ok, the moment is over!!! It's time to make all of that hard work pay off by crushing the I.B. History exam. The first step is to make sure you are very aware of what you will be doing during the examination period.

Day 1- Tuesday May 7th, 2019 (PM Session)

Paper 1 (1 hour)

Source-based paper based on the five prescribed subjects. Choose **one** prescribed subject from a choice of five. **WE ARE ANSWERING PRESCRIBED TOPIC 3: THE MOVE TO GLOBAL WAR**

Answer four structured questions. (24 marks)

Paper 2 (1 hour 30 minutes)

Essay paper based on the 12 world history topics. Answer two essay questions **on two different topics. YOU CANNOT SELECT TWO QUESTIONS FROM THE SAME TOPIC** (30 marks)

Day 2- Wednesday May 8th, 2019 (AM Session)

Paper 3 (2 hours 30 minutes)

Separate papers for each of the four regional options. For the selected region, answer three essay questions. (45 marks). **YOU MAY SELECT ANY THREE QUESTIONS YOU FANCY.**

8 Steps to Success

1. Honestly audit what you know and don't know
2. Organize your notes, past assessments, class activities into folders
3. Create a Revision calendar for all of your I.B. exams to try to manage your study schedule. ***Cramming the night before is for dummies***
4. Complete the review activities
5. Complete 1 page summary tables by potential questions (Paper 2 + 3).
6. Use past paper questions to prepare practice outlines and check your work with the mark schemes provided
7. Ask your teacher questions and listen to their answers
8. Get a good night's sleep and eat breakfast before your exams

Paper 1 Syllabus Audit

Case studies Material for Detailed Study	How Much Do You Know It? (0-5)
Case study 1: Japanese expansion in East Asia (1931–1941)	
Causes of expansion: The impact of Japanese nationalism and militarism on foreign policy	
Causes of expansion: Japanese domestic issues: political and economic issues, and their impact on foreign relations	
Causes of expansion: Political instability in China	
Events: Japanese invasion of Manchuria and northern China (1931)	
Events: Sino-Japanese War (1937–1941)	
Events: The Three Power/Tripartite Pact; the outbreak of war; Pearl Harbor (1941)	
Responses: League of Nations and the Lytton report	
Responses: Political developments within China—the Second United Front	
Responses: International response, including US initiatives and increasing tensions between the US and Japan	
Case study 2: German and Italian expansion (1933–1940)	
Causes of Expansion: Impact of fascism and Nazism on the foreign policies of Italy and Germany	
Causes of Expansion: Impact of domestic economic issues on the foreign policies of Italy and Germany	
Causes of Expansion: Changing diplomatic alignments in Europe; the end of collective security; appeasement	
Events: German challenges to the post-war settlements (1933–1938)	
Events: Italian expansion: Abyssinia (1935–1936); Albania; entry into the Second World War	
Events: German expansion (1938–1939); Pact of Steel, Nazi–Soviet Pact and the outbreak of war	
Responses: International response to German aggression (1933–1938)	
Responses: International response to Italian aggression (1935–1936)	
Responses: International response to German and Italian aggression (1940)	

Paper 1 Break Down and Strategies

Paper 1 is a source-based examination paper based on the prescribed subjects. Each prescribed subject consists of two specified case studies, and in each examination session, the paper will focus on one of the two case studies specified for each prescribed subject.

The paper will contain four sources for each prescribed subject. Sources will be primary or a mixture of primary and secondary, and may be written, pictorial or diagrammatic. The paper will consist of four questions for each prescribed subject, and students **must answer all four questions** from their chosen prescribed subject (**Title 3: Move to Global War**). Some questions will be answered using only evidence from one or more of the sources, as indicated. In other questions, students will be asked to use their own knowledge of the prescribed subject as well as evidence contained in the sources.

Question Details	Assessment Goal / Tips	Approx Time
First Question, Part A (3 Marks): This question will test understanding of one of the sources.	Pull out three specific details from the written source. Bullet points is recommended.	5-6 mins
First Question, Part B (2 Marks): This question will test understanding of one of the sources.	Most likely a visual source, you will need to pull make two distinct inferences from the source around a specific topic.	4-5 mins
Second Question (4 Marks): This question will ask students to analyze the value and limitations of one of the sources. In their analysis of value and limitations, students should refer to the origin, purpose and content of the specified source.	You are attempting to draw out value and limitations of the source for historians studying a specific topic (2 each if possible). You must explicitly reference the origin, purpose and content of the source to support your claims to receive full marks.	8-10 mins
Third Question (6 Marks): This question will ask students to compare and contrast what two of the sources reveal to a historian studying the particular aspect of the prescribed subject.	You want to create 2-3 comparison mini-paragraphs where you draw general similarities and specific differences. Remember that differences can also be differences in omission. Do not compare the origin/purpose	12-15 mins
Fourth Question (9 Marks): This will be an evaluative question that asks students to draw on both the sources and their own knowledge in their evaluation.	Here you will need to create a 4-5 paragraph essay (including an intro and conclusion). Own Knowledge = Thesis, Topic Sentences, Analysis, Secondary Evidence Sources = Primary Evidence (Must use all 4 sources)	24-30 mins

Paper 1 Questions and Mark Schemes

Prescribed subject 3: The move to global war

Read sources I to L and answer questions 9 to 12.

The sources and questions relate to Case study 1: Japanese expansion in East Asia (1931–1941) — Causes of expansion: The impact of Japanese nationalism and militarism on foreign policy.

Source I An extract from a Japanese government statement, “The Fundamental Principles of National Policy” (August 1936).

(1) Japan must strive to eradicate [eliminate] the aggressive policies of the great powers ...

(3) ... in order to promote Manchukuo’s healthy development and to stabilize Japan-Manchukuo national defense, the threat from the north, the Soviet Union, must be eliminated; in order to promote our economic development, we must prepare against Great Britain and the United States and bring about close collaboration between Japan, Manchukuo, and China. In the execution of this policy, Japan must pay due attention to friendly relations with other powers.

(4) Japan plans to promote her racial and economic development in the South Seas, especially in the outlying South Seas area. She plans to extend her strength by moderate and peaceful means without arousing other powers. In this way, concurrently with the firm establishment of Manchukuo, Japan must expect full development and strengthening of her national power.

[Source: Republished with permission of Taylor & Francis Group LLC Books, from *Japan: a Documentary History*, David J. Lu, 1996; permission conveyed through Copyright Clearance Center, Inc]

Source J William Beasley, a professor of the history of the Far East, writing in the academic book *Japanese Imperialism, 1894–1945* (1987).

Central to the basic propositions was the intention that Japan ... must establish cordial [friendly] relations with the peoples of the area founded on the principles of co-existence and co-prosperity. It would also undertake economic expansion on its own account by creating a strong coalition between Japan, Manchukuo and China and by extending its interests in South-East Asia in gradual and peaceful ways. There were some conditions. The army must be given forces in Korea and Kwantung [Guandong] sufficient to deal with any attack from Soviet Russia. The navy must have a fleet capable of maintaining ascendancy in the west Pacific against that of the United States.

Sino-Japanese [Chinese-Japanese] cooperation, designed to detach Nanking [Nanjing] from its communist affiliations [links], though highly desirable must not be allowed to stand in the way of treating north China as a “special region” to be brought into close relationship with Japan and Manchukuo. It was, for example, to provide strategic materials, in order to strengthen their defences against the Soviet Union. As to the south, a gradual and peaceful approach was intended to avert fears in countries of the area concerning Japanese aims ...

From the point of view of the ministers in Tokyo, none of this was meant to bring about territorial expansion. They still thought in terms of informal empire, that is, of securing an increase in Japan’s privileges through pressure exerted on Asian governments, including that of China.

[Source: JAPANESE IMPERIALISM, 1894-1945 by Beasley (1987) p.202. By permission of Oxford University Press]

Source K

Hans van de Ven, a professor of modern Chinese history, writing in the academic book *War and Nationalism in China: 1925–1945* (2003).

By 1933, Japan's military strategy aimed at defending itself against the Soviet Union, China and the British and American navies. Massive investment programmes in the heavy, chemical, and machinery industries followed to give Japan the industrial base to sustain itself in time of war, and also of course to deal with the problems of the Depression. In 1936, Japan stepped up its military expenditures when a new cabinet accepted the build-up of national strength as Japan's highest priority ...

Japan therefore developed a strategic doctrine aimed at defending Japan by aggressive offensive operations of limited duration, to be concluded before its major enemies could concentrate their forces in East Asia. To defeat China before such a war was part of this strategy. Worried about war with the Soviet Union and the Western powers, the "removal of China", as the aggressive General Tojo stated in a telegram from Manchuria to Tokyo in early 1937, would eliminate "an important menace from our rear" and release forces for service on more critical fronts. If the military build-up and the political influence of the army in Japanese politics were causes for worry in China, so were the expansionist tendencies of the Kwantung [Guandong] Army in Manchuria.

[Source: From: *War and Nationalism in China: 1925–1945*, Hans van de Ven, 2003, Routledge, reproduced by permission of Taylor & Francis Books UK.]

Source L

John Bernard Partridge, an illustrator and cartoonist, depicts Japan threatening China in an untitled cartoon for the British magazine *Punch* (21 July 1937).

Note: The word on the tail is Manchukuo.



S.O.S.

Chinese dragon: I say, do be careful with that sword! If you try to cut off my head I shall really have to appeal to the League again.

Prescribed subject 3: The move to global war

Read sources I to L in the source booklet and answer questions 9 to 12.

The sources and questions relate to Case study 1: Japanese expansion in East Asia (1931–1941) — Causes of expansion: The impact of Japanese nationalism and militarism on foreign policy.

9. (a) What, according to Source I, were the challenges facing Japanese national policy? [3]
- (b) What does Source L suggest about Sino-Japanese [Chinese-Japanese] relations in 1937? [2]
10. With reference to its origin, purpose and content, analyse the value and limitations of Source I for an historian studying Japanese foreign policy in East Asia. [4]
11. Compare and contrast what Sources J and K reveal about Japanese foreign policy aims in East Asia. [6]
12. Using the sources and your own knowledge, to what extent do you agree with the suggestion that Japanese foreign policy aims up to 1937 were to be achieved through “gradual and peaceful ways” (Source J)? [9]

On the next page you will find the mark scheme for this question. Give it an honest attempt before reviewing the mark scheme. This will give you a better sense of where you are currently at. Good luck!!!

9. (a) What, according to Source I, were the challenges facing Japanese national policy? [3]
- The great powers were perceived as being an aggressive force that Japan had to overcome.
 - Japan needed to strengthen Manchukuo against the threat from the Soviet Union.
 - Great Britain and the US stood in the way of Japan's economic development.
 - Japan had to extend her influence without alienating other powers.

*The above material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. Award [1] for each relevant point up to a maximum of [3].*

- (b) What does Source L suggest about Sino-Japanese [Chinese-Japanese] relations in 1937? [2]
- Japan had already cut off (annexed) Manchukuo and was ready to invade the rest of China ignoring any possible appeal by China to the League of Nations.
 - China was defenceless against Japan.
 - Japan is portrayed as an armoured samurai warrior, implying a military threat to China.

*The above material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. Award [1] for each relevant point up to a maximum of [2].*

10. With reference to its origin, purpose and content, analyse the value and limitations of Source I for an historian studying Japanese foreign policy in East Asia. [4]

Value:

- It is an official Japanese government policy statement dated August 1936.
- It outlines Japan's intentions for foreign policy in the future.
- It demonstrates the importance of Manchukuo, both economically and strategically, to Japanese foreign policy.
- It indicates that Japan perceived the Soviet Union, Great Britain and the US as being a threat to Japanese policies.

Limitations:

- As it is a statement of principles there are no concrete proposals in the source about how these will be achieved. We do not know from the source whether Japan's actions followed these guiding principles.
- It could be used as propaganda camouflaging Japan's real intentions, particularly towards the South Seas area.

*The focus of the question is on the value and limitations of the source. If **only** value **or** limitations are discussed, award a maximum of [2]. Origins, purpose and content should be used as supporting evidence to make relevant comments on the values and limitations. For [4] there must be at least one reference to each of them in **either** the values **or** the limitations.*

11. Compare and contrast what Sources J and K reveal about Japanese foreign policy aims in East Asia.

[6]

Marks	Level descriptor
5-6	<ul style="list-style-type: none">The response includes clear and valid points of comparison and of contrast.
3-4	<ul style="list-style-type: none">The response includes some valid points of comparison and/or of contrast, although these points may lack clarity.
1-2	<ul style="list-style-type: none">The response consists of description of the content of the source(s), and/or general comments about the source(s), rather than valid points of comparison or of contrast.
0	<ul style="list-style-type: none">The response does not reach a standard described by the descriptors above.

Apply the markbands that provide the “best fit” to the responses given by candidates and award credit wherever it is possible to do so. The following material is an indication of what candidates may elect to write about in their responses. It is neither prescriptive nor exhaustive and no set answer is required.

Comparisons:

- Both sources state that there was a need for economic expansion and investment programmes for Japan to have a strong industrial base.
- Both sources mention the need to resolve the Chinese question, bringing it more under Japanese control.
- Both sources identify the Soviet Union was a major area of concern; one that needed to be resolved by strengthening Japan’s military defences.

Contrasts:

- Source J suggests that Japan’s aim was to maintain peace in the region by diplomacy and to pursue co-prosperity and coexistence whereas Source K states that Japan’s aim should be to defend itself through aggressive military operations against its enemies.
- Source J maintains that Japanese ministers in Tokyo believed that there should be no territorial expansion whereas Source K clearly indicates the expansionist tendencies of the Japanese army in Manchuria.
- Source J states that China should be brought into line by diplomatic pressure from Japan whereas Source K argues that Japan should achieve this by defeating China militarily.

12. Using the sources and your own knowledge, to what extent do you agree with the suggestion that Japanese foreign policy aims up to 1937 were to be achieved through “gradual and peaceful ways” (Source J)? [9]

Marks	Level descriptors		
	Focus	Use of sources	Own knowledge
7–9	The response is focused on the question.	Clear references are made to the sources, and these references are used effectively as evidence to support the analysis.	Accurate and relevant own knowledge is demonstrated. There is effective synthesis of own knowledge and source material.
4–6	The response is generally focused on the question.	References are made to the sources, and these references are used as evidence to support the analysis.	Where own knowledge is demonstrated, this lacks relevance or accuracy. There is little or no attempt to synthesize own knowledge and source material.
1–3	The response lacks focus on the question.	References to the sources are made, but at this level these references are likely to consist of descriptions of the content of the sources rather than the sources being used as evidence to support the analysis.	No own knowledge is demonstrated or, where it is demonstrated, it is inaccurate or irrelevant.
0	The response does not reach a standard described by the descriptors above.	The response does not reach a standard described by the descriptors above.	The response does not reach a standard described by the descriptors above.

Apply the markbands that provide the “**best fit**” to the responses given by candidates and **award credit wherever it is possible to do so**. The following material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. While it is expected that there will be coverage of **at least two** of the sources, candidates are not required to refer to all four sources in their responses.

Indicative content

- Source I** Asserts that the great powers, in particular the Soviet Union, had aggressive policies that were a threat to Japan. However, it also indicates that Japan’s relationship with the other powers should be developed through “friendly relations.”
- Source J** Indicates that Japanese relations with other peoples in the area would be based on coexistence and co-prosperity. Any interests in South-East Asia must be based on a non-aggressive policy based on a peaceful approach. It also shows that the ministers in Tokyo were not interested in territorial expansion through force but by exerting pressure on governments in Asia.
- Source K** Maintains that an industrial base would be needed in case of war and that aggressive offensive operations of a short duration were necessary and would necessitate the elimination of China militarily. Military action would also be necessary against the Soviet Union.

- Source L** Shows that the Japanese had aggressive intentions towards China and were threatening to annex it, as they had already done with Manchukuo. It suggests that Japan would not be afraid to use military force.
- Own knowledge** By 1931, after the invasion of Manchuria, the Kwantung Army simply ignored efforts by the Imperial government in Tokyo to check its aggression. Militarists assassinated Prime Minister Inukai in May 1932, for trying to bring the Kwantung Army under control. By 1933 Jehol had been annexed and Manchukuo created under the puppet leader Pu Yi.
- By the mid-1930s, army extremists had become impatient with Japan's existing political and economic policies that led to the attempted coup on 26 February 1936. Although the coup failed militarists were committed to extending Japanese territory by force.
- The signing of the Anti-Comintern Pact with Germany in November 1936 was seen as protecting Manchukuo against the Soviet Union and guaranteeing the safety of Japanese territory allowing for a more aggressive policy towards China.
- In July 1937, tensions between Chinese troops and Japanese troops led to the Marco Polo Bridge Incident after which Japanese armies invaded China's northern provinces and quickly captured Beijing. The Japanese captured Shanghai in November 1937 and then attacked Nanjing in December 1937 with the resulting massacre of the civilian population.

Paper 2 Syllabus

World history topic 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.

Our Authoritarian States are Fascist Italy, Stalinist USSR, Nazi Germany and Mao's China. You should be able to apply specific details for each of the below descriptors for all 4 authoritarians.

Topic	Prescribed Content	Mussolini	Stalin	Hitler	Mao
Emergence of authoritarian states	Conditions in which authoritarian states emerged: economic factors; social division; impact of war; weakness of political system				
Emergence of authoritarian states	Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda				
Consolidation and maintenance of power	Use of legal methods; use of force; charismatic leadership; dissemination of propaganda				
Consolidation and maintenance of power	Nature, extent and treatment of opposition				
Consolidation and maintenance of power	The impact of the success and/or failure of foreign policy on the maintenance of power				
Aims and results of policies	Aims and impact of domestic economic, political, cultural and social policies				
Aims and results of policies	The impact of policies on women and minorities				
Aims and results of policies	Authoritarian control and the extent to which it was achieved				

World history topic 11: Causes and effects of 20th century wars

This topic focuses on the causes, practice 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 may require students to make reference to examples of wars from two different regions 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, the Second World War in the Pacific) but may not then use the same war in a different region (for example, the Second World War in Europe) in the same response.***

Traditional Wars: Second World War in Europe and the Pacific

Civil Wars: Russian, Spanish, and Chinese

Topic	Prescribed Content	WWII EU	WWII Pac	Russian	Spanish	Chinese
Causes of war	Economic, ideological, political, territorial and other causes					
Causes of war	Short- and long-term causes					
Practices of war and their impact on the outcome	Types of war: civil wars; wars between states; guerrilla wars					
Practices of war and their impact on the outcome	Technological developments; air, naval and land warfare					
Practices of war and their impact on the outcome	The extent of the mobilization of human and economic resources					
Practices of war and their impact on the outcome	The influence and/or involvement of foreign powers					
Effects of war	The successes and failures of peacemaking					
Effects of war	Territorial changes					
Effects of war	Political impact: short-term and long-term					
Effects of war	Economic, social and demographic impact; changes in the role and status of women					

World history topic 12: The Cold War: Superpower tensions and rivalries (20th century)

The Cold War dominated global affairs from the end of the Second World War to the early 1990s. This topic focuses on how superpower rivalries did not remain static but changed according to styles of leadership, strength of ideological beliefs, economic factors and crises involving client states. The 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. Examination questions may require students to make reference to examples from two different regions of the world.

Cold War Leaders: Churchill, Roosevelt, Stalin, Truman, Khrushchev, Reagan, Gorbachev (Pick 2)

Cold War Conflicts (Must pick one from each region):

Europe: Berlin Blockade, USSR and Eastern Europe

Asia: Korean War, Taiwan Strait Crisis (1954), Taiwan Strait Crisis (1958), Soviet Invasion of Afghanistan

Topic	Prescribed Content	Notes	CW Leader 1	CW Leader 2	CW Crisis (EU)	CW Crisis (Asia)
Rivalry, mistrust and accord	The breakdown of the Grand Alliance and the emergence of superpower rivalry in Europe and Asia (1943–1949): role of ideology; fear and aggression; economic interests; a comparison of the roles of the US and the USSR					
Rivalry, mistrust and accord	The US, USSR and China—superpower relations (1947–1979): containment; peaceful co-existence; Sino-Soviet and Sino-US relations; detente					
Rivalry, mistrust and accord	Confrontation and reconciliation; reasons for the end of the Cold War (1980–1991): ideological challenges and dissent; economic problems; arms race					
Leaders and nations	The impact of two leaders, each chosen from a different region, on the course and development of the Cold War					
Leaders and nations	The economic, social and cultural impact of the Cold War on two countries, each chosen from a different region					
Cold War crises	Cold War crisis case studies: detailed study of any two Cold War crises from different regions: examination and comparison of the causes, impact and significance of the two crises					

Key Terms in I.B. History

Instructions:

Below is a list of key terms that are essential to understanding the IB History course. Define the below terms and ensure you understand how they fit into our course. This list is not exhaustive but it is a good start

Key Term	Definition	Significance
Spacio vitale		
Entente		
Collective Security		
Disarmament		
Anschluss		
Lebensraum		
Volksgemeinschaft		
Mein Kampf		

Appeasement		
Kristallnacht		
Blitzkrieg		
Totalitarianism		
Fascism		
Communism		
Capitalism		
Liberalism		
Reichswher		
Putsch		

Comintern		
Rapprochement		
Autarchy		
Reichstag		
Satellite States		
Politburo		
Lysenkoism		
Gulags		

Who's Who in IB History

Instructions: Below is a selection of the key individuals that played an essential role in the topics studied in the IB History curriculum. Make sure you can identify all of them and try to add to the list.

Key Individual	Who are they and Why are they significant?
Alexander II	
Alexander III	
Nicholas II	
Pyotr Stolypin	
Benito Mussolini	
Leon Trotsky	
V.I. Lenin	
David Lloyd George	
Joseph Stalin	
Franklin D. Roosevelt	
Harry Truman	
Winston Churchill	
Charles Attlee	

George Marshall	
Woodrow Wilson	
George Clemenceau	
Gustav Stresemann	
Owen Young	
Charles Dawes	
Austen Chamberlain	
Heinrich Brüning	
Franz von Papen	
General von Schleicher	
Adolf Hitler	
Paul von Hindenburg	
Ernst Rohm	
Josef Goebbels	
Hermann Goering	
Vyacheslav Molotov	

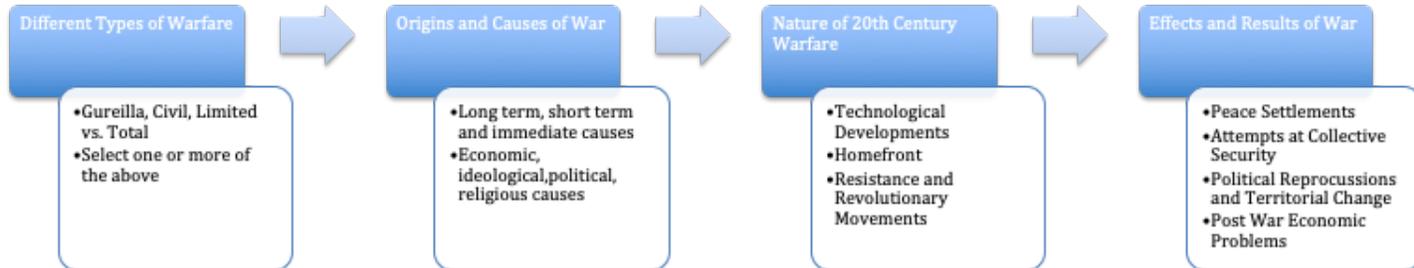
Rudolph Hess	
Heinrich Himmler	
Albert Speer	
Emperor Meiji	
Sun Yat Sen	
Chiang Kai Shek	
Mao Zedong	
Peng Dehuai	
Lin Biao	
Zhou Enlai	
Jiang Qing	
Liu Shaoqi	
Syngman Rhee	
Kim Il-sung	
Deng Xiaoping	

Others....

Wall of War Causes, Practices and Consequences

IB History

Instructions: Use the below chart to organize your ideas for each of the wars that we covered this year (World War I, World War II and the Chinese Civil War). For each theme, attempt to provide specific demonstrative examples that show to what extent the focus conflict achieved these aspects.



<p>Examples For:</p>	<p>Examples For:</p>	<p>Examples For:</p>	<p>Examples For:</p>
<p>Examples Against:</p>	<p>Examples Against:</p>	<p>Examples Against:</p>	<p>Examples Against:</p>

Single Party State Checklist

IB History

Instructions:

Use the below checklist to evaluate any Authoritarian State. For the below leader, check all that apply. Each time you check an aspect of their state, please provide a specific and demonstrative example.

Leader/State Evaluated: _____ **Joseph Stalin**

Aspect of SPS	Examples	Historiography
SPS arise from conflict, division, or confusion		
SPS are popular because the population are attracted to extreme solutions		
SPS suppress other political parties and institutions not in line with their ideology		
SPS are totalitarian and achieve control through force (repression), and propaganda (attraction) and ideological appeal		
SPS leaders have an established set of ideas		
SPS leader eliminates opposition during his rise to power		
SPS leaders take advantage of commonly held sentiments in their nation		
SPS leader has a political platform for the future with clear principals		
SPS leader inspires confidence and loyalty among followers		

SPS leader uses his physical and personal attributes to create a “supernatural” image of himself through myth building		
SPS are “crisis states”		
SPS attain power through victory in civil war and/or guerilla warfare		
SPS align to foreign powers		
SPS adopts existing government structure		
In a SPS government structure is less important than Party structure		
In a SPS key government posts are held by loyal Party members		
SPS take similar approaches to issues despite traditional political categorization		
Opposition to SPS is overt (assassination, mass protest, defection, etc...)		
SPS have networks of secret police, informers and surveillance to identify and punish opposition		
SPS goals include: modernization. Industrialization, improved standard of living, or improved defense		

SPS economic plans are Command Economy		
SPS conduct social engineering to create citizens to serve the state		
SPS look to change the status of women		
In SPS laws change faster than social norms		
SPS marginalizes/persecuted minorities		
Minorities representing views alternative to the SPS are persecuted		
In SPS where minorities are not persecuted, they are put under pressure for homogenization		
In SPS social minorities (such as homosexuals) will face persecution		
In SPS communication (education, media, arts) are used as a vehicle of ideology		
In SPS all communication is monitored and censored to be in line with Party values		

Single Party State Checklist

IB History

Instructions:

Use the below checklist to evaluate any Authoritarian State. For the below leader, check all that apply. Each time you check an aspect of their state, please provide a specific and demonstrative example.

Leader/State Evaluated: Benito Mussolini

Aspect of SPS	Examples	Historiography
SPS arise from conflict, division, or confusion		
SPS are popular because the population are attracted to extreme solutions		
SPS suppress other political parties and institutions not in line with their ideology		
SPS are totalitarian and achieve control through force (repression), and propaganda (attraction) and ideological appeal		
SPS leaders have an established set of ideas		
SPS leader eliminates opposition during his rise to power		
SPS leaders take advantage of commonly held sentiments in their nation		
SPS leader has a political platform for the future with clear principals		
SPS leader inspires confidence and loyalty among followers		

SPS leader uses his physical and personal attributes to create a “supernatural” image of himself through myth building		
SPS are “crisis states”		
SPS attain power through victory in civil war and/or guerilla warfare		
SPS align to foreign powers		
SPS adopts existing government structure		
In a SPS government structure is less important than Party structure		
In a SPS key government posts are held by loyal Party members		
SPS take similar approaches to issues despite traditional political categorization		
Opposition to SPS is overt (assassination, mass protest, defection, etc...)		
SPS have networks of secret police, informers and surveillance to identify and punish opposition		
SPS goals include: modernization. Industrialization, improved standard of living, or improved defense		

SPS economic plans are Command Economy		
SPS conduct social engineering to create citizens to serve the state		
SPS look to change the status of women		
In SPS laws change faster than social norms		
SPS marginalizes/persecuted minorities		
Minorities representing views alternative to the SPS are persecuted		
In SPS where minorities are not persecuted, they are put under pressure for homogenization		
In SPS social minorities (such as homosexuals) will face persecution		
In SPS communication (education, media, arts) are used as a vehicle of ideology		
In SPS all communication is monitored and censored to be in line with Party values		

Single Party State Checklist

IB History

Instructions:

Use the below checklist to evaluate any Authoritarian State. For the below leader, check all that apply. Each time you check an aspect of their state, please provide a specific and demonstrative example.

Leader/State Evaluated: Adolf Hitler

Aspect of SPS	Examples	Historiography
SPS arise from conflict, division, or confusion		
SPS are popular because the population are attracted to extreme solutions		
SPS suppress other political parties and institutions not in line with their ideology		
SPS are totalitarian and achieve control through force (repression), and propaganda (attraction) and ideological appeal		
SPS leaders have an established set of ideas		
SPS leader eliminates opposition during his rise to power		
SPS leaders take advantage of commonly held sentiments in their nation		
SPS leader has a political platform for the future with clear principals		
SPS leader inspires confidence and loyalty among followers		

SPS leader uses his physical and personal attributes to create a “supernatural” image of himself through myth building		
SPS are “crisis states”		
SPS attain power through victory in civil war and/or guerilla warfare		
SPS align to foreign powers		
SPS adopts existing government structure		
In a SPS government structure is less important than Party structure		
In a SPS key government posts are held by loyal Party members		
SPS take similar approaches to issues despite traditional political categorization		
Opposition to SPS is overt (assassination, mass protest, defection, etc...)		
SPS have networks of secret police, informers and surveillance to identify and punish opposition		
SPS goals include: modernization. Industrialization, improved standard of living, or improved defense		

SPS economic plans are Command Economy		
SPS conduct social engineering to create citizens to serve the state		
SPS look to change the status of women		
In SPS laws change faster than social norms		
SPS marginalizes/persecuted minorities		
Minorities representing views alternative to the SPS are persecuted		
In SPS where minorities are not persecuted, they are put under pressure for homogenization		
In SPS social minorities (such as homosexuals) will face persecution		
In SPS communication (education, media, arts) are used as a vehicle of ideology		
In SPS all communication is monitored and censored to be in line with Party values		

Single Party State Checklist

IB History

Instructions:

Use the below checklist to evaluate any Authoritarian State. For the below leader, check all that apply. Each time you check an aspect of their state, please provide a specific and demonstrative example.

Leader/State Evaluated: _____ **Mao Zedong**

Aspect of SPS	Examples	Historiography
SPS arise from conflict, division, or confusion		
SPS are popular because the population are attracted to extreme solutions		
SPS suppress other political parties and institutions not in line with their ideology		
SPS are totalitarian and achieve control through force (repression), and propaganda (attraction) and ideological appeal		
SPS leaders have an established set of ideas		
SPS leader eliminates opposition during his rise to power		
SPS leaders take advantage of commonly held sentiments in their nation		
SPS leader has a political platform for the future with clear principals		
SPS leader inspires confidence and loyalty among followers		

SPS leader uses his physical and personal attributes to create a “supernatural” image of himself through myth building		
SPS are “crisis states”		
SPS attain power through victory in civil war and/or guerilla warfare		
SPS align to foreign powers		
SPS adopts existing government structure		
In a SPS government structure is less important than Party structure		
In a SPS key government posts are held by loyal Party members		
SPS take similar approaches to issues despite traditional political categorization		
Opposition to SPS is overt (assassination, mass protest, defection, etc...)		
SPS have networks of secret police, informers and surveillance to identify and punish opposition		
SPS goals include: modernization. Industrialization, improved standard of living, or improved defense		

SPS economic plans are Command Economy		
SPS conduct social engineering to create citizens to serve the state		
SPS look to change the status of women		
In SPS laws change faster than social norms		
SPS marginalizes/persecuted minorities		
Minorities representing views alternative to the SPS are persecuted		
In SPS where minorities are not persecuted, they are put under pressure for homogenization		
In SPS social minorities (such as homosexuals) will face persecution		
In SPS communication (education, media, arts) are used as a vehicle of ideology		
In SPS all communication is monitored and censored to be in line with Party values		

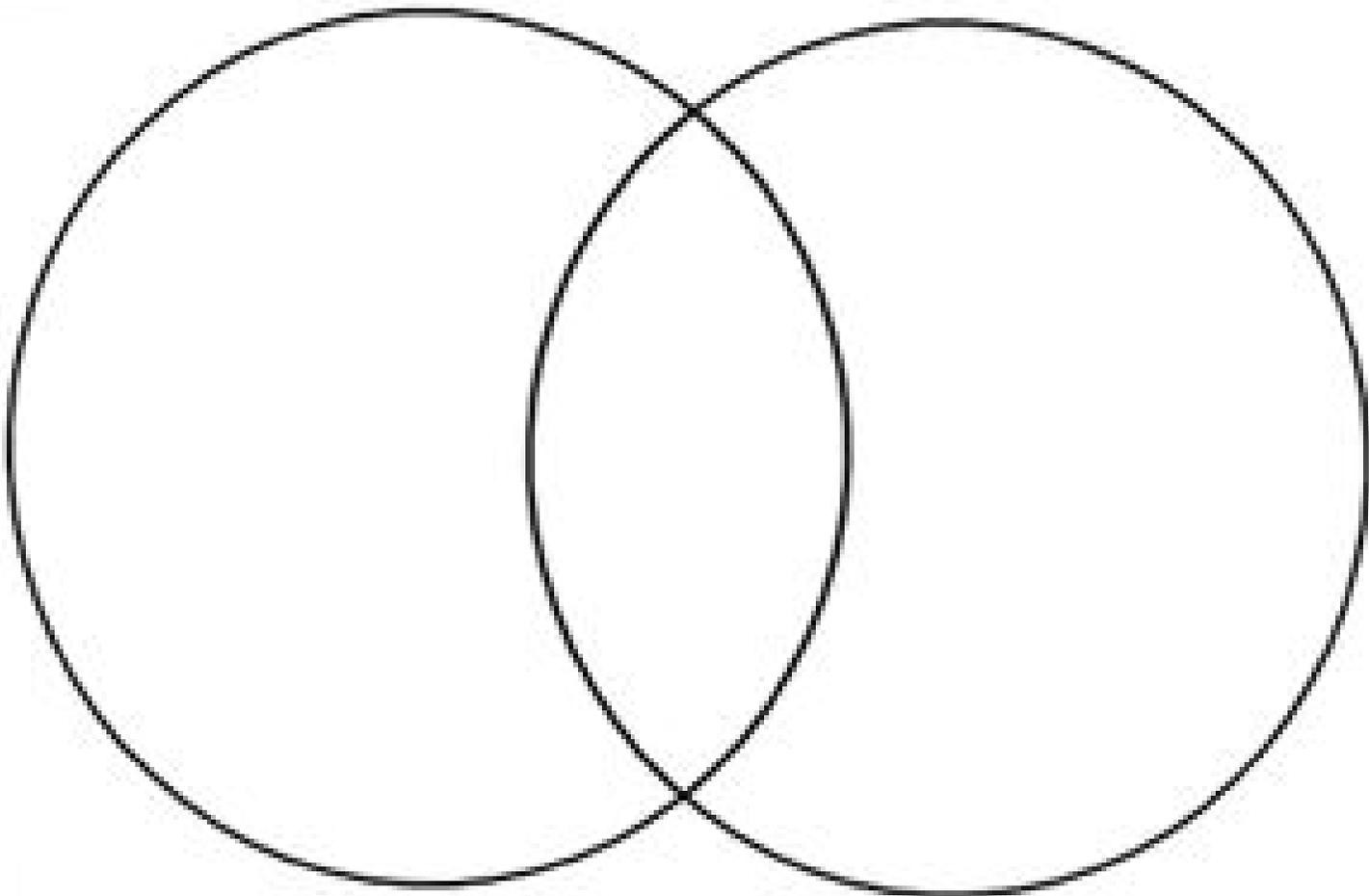
Totalitarian Tea Party
I.B. History

Instructions: A major focus of the Paper 2 questions on authoritarian states is to compare and contrast two authoritarians (usually from different regions) around their rise and rule. For our course we only have **one** choice for an authoritarian from Asia (Mao Zedong) and **three** choices for authoritarians from Europe: Mussolini, Hitler and Stalin. Use the below venn diagrams to make general comparisons and specific differences between Mao and your choice of European authoritarian.

Emergence of Authoritarian States

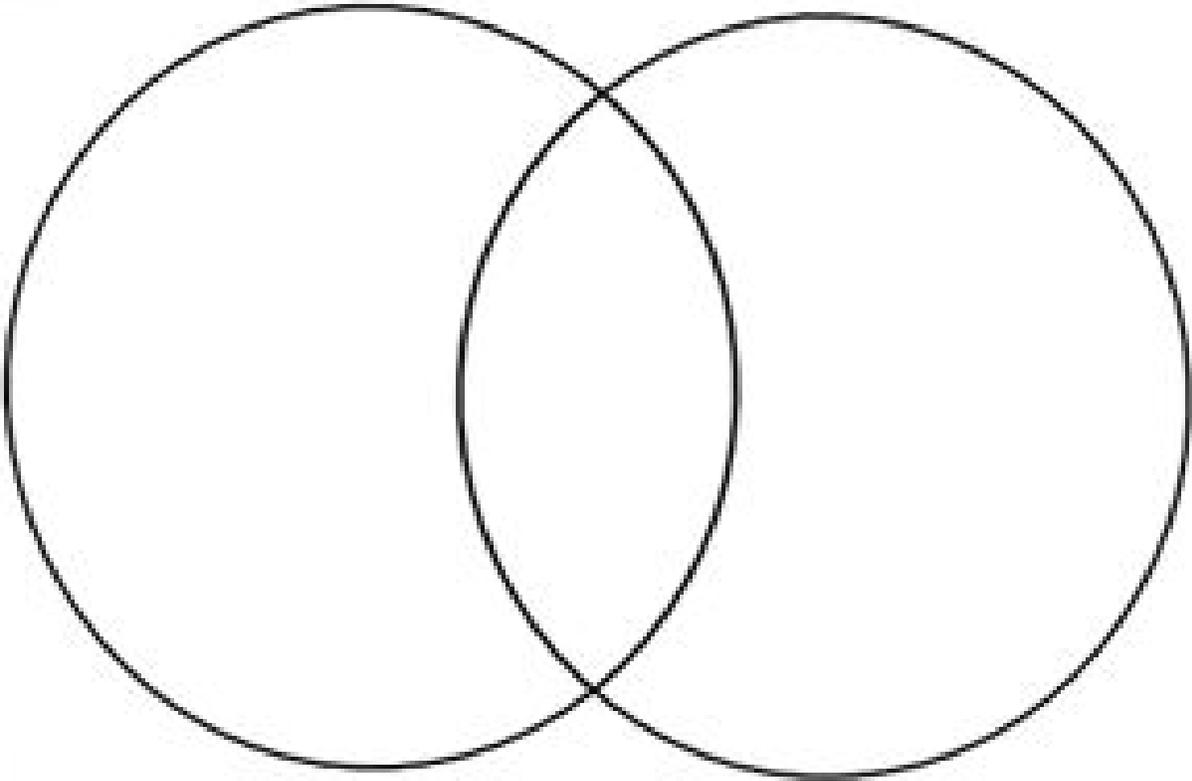
Consider: Conditions in which authoritarian states emerged: economic factors; social division; impact of war; weakness of political system

Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda



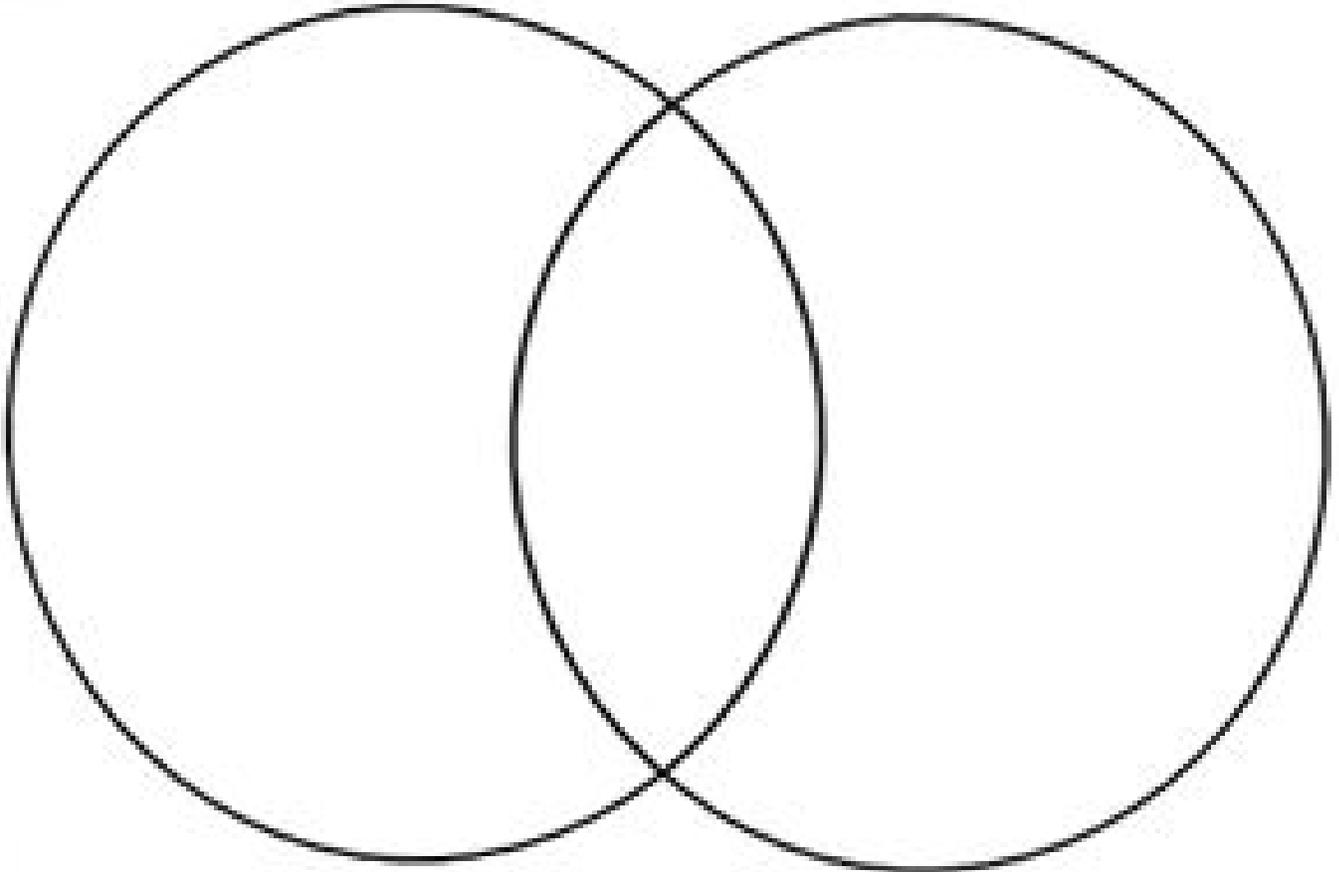
Consolidation and Maintenance of Power

Consider: *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

Consider: *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*



Make Your Own Cold War Sandwich–Causes, Key Events and Collapse
I.B. History

Instructions:

Combine the below themes, crises and individuals to make sophisticated argument about the origins, key events and end of the Cold War. You should try as many combinations as possible so you are really comfortable with your ultimate choice. Your finished “sandwich” could come in the form of a: developed paragraph, a 60 second verbal explanation, a flow chart, a annotated equation, etc...

Origins of the Cold War (Make a Minimum of Three Sandwiches)

Select a Bread (Theme)

Choose **one** of the below Cold War themes to act as the analytical focus of your conclusion. See how many you can make work.

Cold Themes	Mutual Fear and Aggression	Individual Leaders
Conflicting Ideologies	Economic Systems	Spheres of Influence

Select Key Events and Leaders

Choose **2-3** events and **2** leaders to develop your argument.

Yalta Conference	Potsdam Conference	Deutschmark	Truman Doctrine
Marshall Plan	Greek Civil War	Atomic Bomb	NATO
De-Stalinization	Eisenhower Doctrine	M.A.D.	Sino-Soviet Split
Reagan Doctrine	Star Wars	I.N.V. Treaty	Berlin Wall Collapse

Franklin D. Roosevelt	Joseph Stalin	Harry S. Truman	Syngman Rhee
Nikita Khrushchev	Mao Zedong	Dwight D. Eisenhower	Leonid Brezhnev
Richard Nixon	Ronald Reagan	Mikhail Gorbachev	Kim Il-sung

Select a Cold War Crisis for Flavor

Select **one** of the below crisis to pull it all together

Berlin Blockade/Airlift	Korean War	Taiwan Strait Crisis (1954/58)	Soviet Invasion of Afghanistan	Eastern Europe (1981-1989)
-------------------------	------------	--------------------------------	--------------------------------	----------------------------

Make Your Own Cold War Sandwich–Causes, Key Events and Collapse
I.B. History

Instructions:

Combine the below themes, crises and individuals to make sophisticated argument about the origins, key events and end of the Cold War. You should try as many combinations as possible so you are really comfortable with your ultimate choice. Your finished “sandwich” could come in the form of a: developed paragraph, a 60 second verbal explanation, a flow chart, a annotated equation, etc...

Cold War Crisis (Make Two Sandwiches)

Select a Bread (Theme)

Choose **one** of the below Cold War themes to act as the analytical focus of your conclusion. See how many you can make work.

Cold Themes	Mutual Fear and Aggression	Individual Leaders
Conflicting Ideologies	Economic Systems	Spheres of Influence

Select Key Events and Leaders

Choose **2-3** events and **2** leaders to develop your argument.

Yalta Conference	Potsdam Conference	Deutschmark	Truman Doctrine
Marshall Plan	Greek Civil War	Atomic Bomb	NATO
De-Stalinization	Eisenhower Doctrine	M.A.D.	Sino-Soviet Split
Reagan Doctrine	Star Wars	I.N.V. Treaty	Berlin Wall Collapse

Franklin D. Roosevelt	Joseph Stalin	Harry S. Truman	Syngman Rhee
Nikita Khrushchev	Mao Zedong	Dwight D. Eisenhower	Leonid Brezhnev
Richard Nixon	Ronald Reagan	Mikhail Gorbachev	Kim Il-sung

Select a Cold War Crisis for Flavor

Select **one** of the below crisis to pull it all together

Berlin Blockade/Airlift	Korean War	Taiwan Strait Crisis (1954/58)	Soviet Invasion of Afghanistan	Eastern Europe (1981-1989)
-------------------------	------------	--------------------------------	--------------------------------	----------------------------

Make Your Own Cold War Sandwich–Causes, Key Events and Collapse
I.B. History

Instructions:

Combine the below themes, crises and individuals to make sophisticated argument about the origins, key events and end of the Cold War. You should try as many combinations as possible so you are really comfortable with your ultimate choice. Your finished “sandwich” could come in the form of a: developed paragraph, a 60 second verbal explanation, a flow chart, a annotated equation, etc...

End of the Cold War (Make Two Sandwiches)

Select a Bread (Theme)

Choose **one** of the below Cold War themes to act as the analytical focus of your conclusion. See how many you can make work.

Cold Themes	Mutual Fear and Aggression	Individual Leaders
Conflicting Ideologies	Economic Systems	Spheres of Influence

Select Key Events and Leaders

Choose **2-3** events and **2** leaders to develop your argument.

Yalta Conference	Potsdam Conference	Deutschmark	Truman Doctrine
Marshall Plan	Greek Civil War	Atomic Bomb	NATO
De-Stalinization	Eisenhower Doctrine	M.A.D.	Sino-Soviet Split
Reagan Doctrine	Star Wars	I.N.V. Treaty	Berlin Wall Collapse

Franklin D. Roosevelt	Joseph Stalin	Harry S. Truman	Syngman Rhee
Nikita Khrushchev	Mao Zedong	Dwight D. Eisenhower	Leonid Brezhnev
Richard Nixon	Ronald Reagan	Mikhail Gorbachev	Kim Il-sung

Select a Cold War Crisis for Flavor

Select **one** of the below crisis to pull it all together

Berlin Blockade/Airlift	Korean War	Taiwan Strait Crisis (1954/58)	Soviet Invasion of Afghanistan	Eastern Europe (1981-1989)
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Paper 2 Past Paper Questions
I.B. History

Instructions: Here are some past paper questions with mark schemes. More questions will be used during revision sessions.

May 2017- Topics 10/11/12 (**Remember you must pick from two different question groups**)

Topic 10 Authoritarian states (20th century)

19. "The conditions in which authoritarian states emerged were mainly determined by economic factors." Discuss with reference to two authoritarian states.
20. Compare and contrast the methods used to maintain power in two authoritarian states, each from a different region.

Topic 11 Causes and effects of 20th-century wars

21. "The influence of foreign powers determined the outcome of 20th century civil wars." Discuss with reference to two wars.
22. "The effects of war on the role and status of women were mostly beneficial." Discuss with reference to two wars.

Topic 12 The Cold War: Superpower tensions and rivalries (20th century)

23. To what extent did economic interests rather than ideology lead to the breakdown of the grand alliance between 1943 and 1949?
24. Evaluate the impact of Cold War tensions on two countries (excluding the USSR and the US).

Topic 10: Authoritarian states (20th century)

19. "The conditions in which authoritarian states emerged were mainly determined by economic factors." Discuss with reference to **two** authoritarian states.

Candidates will offer a considered and balanced review of the hypothesis that economic factors were the most significant determinant of the conditions in which authoritarian states emerged. While the focus of the response must be within the timeframe of this topic, the emergence of the two selected states does not need to be contemporaneous. Candidates must address the role of economic factors and consider the ways in which they affected the conditions in which authoritarian states emerged. Candidates may also consider other factors that had an impact on those conditions, for example, the social structure or the political organization of the states. Each state may be considered separately or a thematic approach may be used where candidates wish to compare the relative importance of economic and other factors for each state.

20. Compare and contrast the methods used to maintain power in **two** authoritarian states, each from a different region.

Candidates will give an account of the similarities and differences between the methods of maintaining power that were employed in two authoritarian states referring to both states throughout the response. While the focus of the response must be within the timeframe of this topic, the periods covered do not need be contemporaneous. However, each of the examples chosen must be from a different region. Methods to be considered might include, but need not be limited to, political, legal or social methods. These may have been effective or ineffective or a combination of both but the response must not be a descriptive list of policies, for example, without some assessment of how these helped or hindered the maintenance of power within each state.

Topic 11: Causes and effects of 20th-century wars

21. "The influence of foreign powers determined the outcome of 20th-century civil wars." Discuss with reference to **two** wars.

Candidates will offer a considered and balanced review of the hypothesis that the outcomes of two 20th-century civil wars were determined by the influence of foreign powers. While the focus of the response must be within the timeframe of this topic, the two wars chosen need not be contemporaneous and they may or may not be chosen from the same region. Candidates may determine that the influence of foreign powers was the most significant factor in the outcome of one or both wars or alternatively argue that other factors were of equal or more importance in one or both wars. Each war may be considered separately or a thematic approach may be used if the candidates choose to compare the ways in, and the extent to, which foreign influence played a role.

22. "The effects of war on the role and status of women were mostly beneficial." Discuss with reference to **two** wars.

Candidates will offer a considered and balanced review of the hypothesis. While the focus of the response must be within the timeframe of this topic, the two wars chosen need not be contemporaneous and they may or may not be chosen from the same region. Candidates may determine that the effects of their selected wars did lead to an improvement in the role and status of women or, perhaps, that one or both of the wars had the opposite effect. Each war may be considered separately or a thematic approach may be used if the candidates choose to compare the impact of war on the role and status of women.

Topic 12: The Cold War: Superpower tensions and rivalries (20th century)

23. To what extent did economic interests rather than ideology lead to the breakdown of the grand alliance between 1943 and 1949?

Candidates will consider the merits or otherwise of the concept that economic interests rather than ideology led to the breakdown of the grand alliance during the period from 1943 and 1949. While the focus of the response must be on the extent to which economic interests rather than ideology played a more significant role in this context, candidates may agree or disagree with the supposition. They may also suggest that other factors may have been of greater or equal importance and that the breakdown of the grand alliance was, instead, the result of a combination of factors and events. Economic interests and ideology may be dealt with separately, or candidates may use a chronological approach that outlines the breakdown of the grand alliance and places both economic interest and ideology in the wider context.

24. Evaluate the impact of Cold War tensions on **two** countries (excluding the USSR and the US).

Candidates will make an appraisal of the impact of Cold War tensions on two countries of their choice. While the focus of the response must be within the timeframe of the Cold War, the impact on the two countries does not need to be contemporaneous and they may or may not be chosen from the same region. The candidates must not use either the USSR or the US as these are excluded in the History Guide. Candidates may choose to deal with the impact of Cold War tensions on each country separately. Alternatively, candidates may deal with the question thematically and gauge how individual issues affected the two states in the same or different ways and/or to the same or a different extent. There may also be an attempt to deal with the issues chronologically.

Paper 2 Past Paper Questions
I.B. History

Instructions: Here are some past paper questions with mark schemes. More questions will be used during revision sessions.

May 2018 TZ1- Topics 10/11/12 (*Remember you must pick from two different question groups*)

Topic 10: Authoritarian states (20th century)

19. Compare and contrast the importance of propaganda to the emergence of two authoritarian states.
20. “The domestic policies of authoritarian states rarely benefitted women.” Discuss with reference to two authoritarian states.

Topic 11: Causes and effects of 20th-century wars

21. Evaluate the importance of guerrilla warfare to the outcome of two 20th-century wars.
22. With reference to one 20th-century war, compare and contrast the political repercussions for two countries.

Topic 12: The Cold War: Superpower tensions and rivalries (20th century)

23. “Ideology was the main factor that led to the emergence of superpower rivalry between 1943 and 1949.” Discuss.
24. Compare and contrast the causes of two Cold War crises, each from a different region.

Topic 10: Authoritarian states (20th century)

19. Compare and contrast the importance of propaganda to the emergence of **two** authoritarian states.

Candidates will give an account of the similarities and differences between the importance of propaganda in the emergence of two authoritarian states referring to both throughout. While the focus of response must be within the timeframe of this topic, the examples chosen need not be contemporaneous with each other, nor need they be from the same region. Candidates will focus on authoritarian states during their emergence, rather than after the leaders obtained power. Rather than describe propaganda in both cases, candidates will explain its importance to the emergence of the authoritarian states. Candidates may gauge the importance of propaganda by comparing its role with other factors, such as economic distress, leaders' charisma or the collapse of the existing government.

20. "The domestic policies of authoritarian states rarely benefitted women." Discuss with reference to **two** authoritarian states.

Candidates will give a considered and balanced review of the hypothesis that the domestic policies of authoritarian states rarely benefitted women. While the focus of the response must be within the timeframe of this topic, the examples chosen need not be contemporaneous with each other. The states may or may not come from different regions. Candidates may refer to the condition of women before authoritarianism was established, and discuss the extent of benefit or otherwise, promoted by the policies of the authoritarian state. Candidates may, for example, discuss legal, social and economic equality, or the extent of female involvement in local and national politics. Familial relations, access to education and child care, and differences between social groups may also be discussed. The states may be considered separately or a thematic approach may be adopted.

Topic 11: Causes and effects of 20th-century wars

21. Evaluate the importance of guerrilla warfare to the outcome of **two** 20th-century wars.

Candidates will appraise the importance of guerrilla warfare to the outcome of two 20th century wars, which may or may not come from the same region. While the focus of the response must be within the timeframe of this topic, the examples chosen need not be contemporaneous with each other. Candidates will ensure that evaluation of guerrilla warfare is linked to outcomes of the chosen wars. It would be valid to weigh the contribution of guerrilla warfare against other factors that determined the wars' outcome. It could also be valid to choose wars where guerrilla warfare had limited impact on the outcome; however, candidates must, in this case, address the reasons why guerrilla warfare was less significant. The wars may be considered separately or a thematic approach may be adopted.

22. With reference to **one** 20th-century war, compare and contrast the political repercussions for **two** countries.

Candidates will give an account of the similarities and difference between the political repercussions of one war for two countries, referring to both countries throughout. The chosen countries may or may not come from the same region. Depending on the war chosen, the candidates' analysis of political repercussions may extend beyond 2000. In this way, events which occurred in the first eight years (in line with the 10-year rule) of the 21st century may be considered relevant. Candidates may, for example, consider territorial changes, countries where wars created political instability or regime change, countries where a political leader's prestige was enhanced, or countries where the experience of war promoted isolationism or, conversely, a determination to prevent future conflict.

Topic 12: The Cold War: Superpower tensions and rivalries (20th century)

23. "Ideology was the main factor that led to the emergence of superpower rivalry between 1943 and 1949." Discuss.

Candidates are required to offer a considered and balanced review of the hypothesis that ideology was the main factor that led to the emergence of superpower rivalry between 1943 and 1949. They may weigh ideology against other factors, but the role of ideological causes must be addressed. It may be valid to mention events before 1943 that had an impact lasting into the time period in question. However, candidates must not stray beyond 1949. Candidates may explain the ideological differences between the US and the USSR, but will link them to the emergence of superpower rivalry. They may also discuss the interaction of ideological and strategic factors, especially in respect of eastern Europe. Other factors for consideration may include the atomic bomb, the Marshall Plan and the role of personalities.

24. Compare and contrast the causes of **two** Cold War crises, each from a different region.

Candidates will give an account of the similarities and differences between the causes of two Cold War crises referring to both crises throughout. While some of the countries may be involved in both crises, or may be from the same region, the crises themselves must be from different regions. While the focus of the response must be within the timeframe of the topic, the two crises need not be contemporaneous with each other. Causes which candidates may consider could include, but are not confined to, the Soviet need to protect or extend its sphere of influence, US attempts to prevent the spread of communism and/or respond to perceived threats, and superpower competition in Africa and the Middle East.

Paper 2 Past Paper Questions
I.B. History

Instructions: Here are some past paper questions with mark schemes. More questions will be used during revision sessions.

May 2018 TZ2- Topics 10/11/12 (**Remember you must pick from two different question groups**)

Topic 10: Authoritarian states (20th century)

19. Compare and contrast the importance of propaganda to the emergence of two authoritarian states.
20. To what extent was authoritarian control achieved in two 20th-century states?

Topic 11: Causes and effects of 20th-century wars

21. Examine the long- and short-term causes of one 20th-century war.
22. With reference to one 20th-century war, compare and contrast the political repercussions for two countries.

Topic 12: The Cold War: Superpower tensions and rivalries (20th century)

23. "Economic problems between 1980 and 1991 were the most significant reason for the end of the Cold War." To what extent do you agree with this statement?
24. Compare and contrast the impact of two leaders, each from a different region, on the development of the Cold War.

Topic 10: Authoritarian states (20th century)

19. Compare and contrast the importance of propaganda to the emergence of **two** authoritarian states.

Candidates will give an account of the similarities and differences between the importance of propaganda in the emergence of two authoritarian states referring to both throughout. While the focus of response must be within the timeframe of this topic, the examples chosen need not be contemporaneous with each other, nor need they be from the same region. Candidates will focus on authoritarian states during their emergence, rather than after the leaders obtained power. Rather than describe propaganda in both cases, candidates will explain its importance to the emergence of the authoritarian states. Candidates may gauge the importance of propaganda by comparing its role with other factors, such as economic distress, leaders' charisma or the collapse of the existing government.

20. To what extent was authoritarian control achieved in **two** 20th-century states?

Candidates are required to consider the degree of authoritarian control achieved in two authoritarian states, which may or may not come from the same region. While the focus of response must be within the timeframe of this topic, the examples chosen need not be contemporaneous with each other. Candidates should go beyond description of measures and focus on the degree of control achieved. They may challenge the notion of full control. Areas for consideration could, among others, include the existence and role of representative institutions, control over, or elimination of, political parties which challenged the centre, control over institutions such as trade unions, the army or churches, control over culture and the media, bureaucratic efficiency and the effectiveness of security services, which may or may not have been dependent on informers and public support. The states may be considered separately or a thematic approach may be adopted.

Topic 11: Causes and effects of 20th-century wars

21. Examine the long- **and** short-term causes of **one** 20th-century war.

Candidates must consider the role of long- and short-term causes of one 20th-century war. Candidates should go beyond description of the causes and instead consider their significance. It would be valid for candidates to propose that long-term causes may have laid the foundations for the emergence of short-term or immediate causes. An exact balance between the two types of cause is not necessary. A wide variety of approaches is possible. Long-term cultural, ethnic, economic or religious causes may have produced festering resentment, while in the shorter term the war may have been triggered by particular events, such as the accession to power of aggressive leaders, or sudden changes in policy that made countries or groups feel under threat. The terms long and short term are not susceptible to exact definition; examiners should be flexible.

22. With reference to **one** 20th-century war, compare and contrast the political repercussions for **two** countries.

Candidates will give an account of the similarities and difference between the political repercussions of one war for two countries, referring to both countries throughout. The chosen countries may or may not come from the same region. Depending on the war chosen, the candidates' analysis of political repercussions may extend beyond 2000. In this way, events which occurred in the first eight years (in line with the 10-year rule) of the 21st century may be considered relevant. Candidates may, for example, consider territorial changes, countries where wars created political instability or regime change, countries where a political leader's prestige was enhanced, or countries where the experience of war promoted isolationism or, conversely, a determination to prevent future conflict.

Topic 12: The Cold War: Superpower tensions and rivalries (20th century)

- 23.** “Economic problems between 1980 and 1991 were the most significant reason for the end of the Cold War.” To what extent do you agree with this statement?

Candidates must consider the merits or otherwise of the proposition that economic problems between 1980 and 1991 were the most significant reason for the end of the Cold War. While they should focus on economic factors, others may be considered for comparison. Candidates should be mindful that the question is about the end of the Cold War and not the collapse of the USSR and Eastern European communist regimes. Therefore, answers should focus on the reasons for the easing of tension between communism and the west. There may be consideration, for example, of the impact of economic problems which afflicted the USSR and Soviet satellite countries in Eastern Europe, which contrasted with relative prosperity in the US and her western allies. Other factors may be considered for comparison, such as the role of leaders and demands for political reform in Eastern Europe.

- 24.** Compare and contrast the impact of **two** leaders, each from a different region, on the development of the Cold War.

Candidates will give an account of the similarities and differences between the impact of two leaders on the development of the Cold War, referring to both leaders throughout. While the focus of the response must be within the timeframe of this topic, the chosen leaders need not have been contemporaries. They must, however, be drawn from different regions. The response must compare specifically the ways in which the chosen leaders affected the course of the Cold War and this could be addressed with reference to their policies that may or may not have improved or worsened superpower relations. Alternatively, leaders of smaller states may have had considerable impact on the course of the Cold War by commencing actions that may have led to wars or crises.

Paper 3 Exam Details and Syllabus Audit
I.B. History

The Paper 3 exam is the longest of the three exams but luckily you will be completing it in the morning, so you will have lots of rest. You will have 150 minutes (2 hours and 30 minutes) to complete **any 3 essays**. There will be 36 total questions to choose from but we are limited to what we have studied. In our class we have covered topics 12, 14, 15, and most of 16. Remember, unlike Paper 2, you may choose two questions from the same topic group.

Topic	Syllabus Description	Details ?
12: Russia and the Soviet Union (1855–1924)	Alexander II (1855–1881): the extent of reform	
12: Russia and the Soviet Union (1855–1924)	Policies of Alexander III (1881–1894) and Nicholas II (1894–1917): economic modernization, tsarist repression and the growth of opposition	
12: Russia and the Soviet Union (1855–1924)	Causes of the 1905 Revolution (including social and economic conditions and the significance of the Russo-Japanese War); consequences of the 1905 Revolution (including Stolypin and the Dumas)	
12: Russia and the Soviet Union (1855–1924)	The impact of the First World War and the final crisis of autocracy in February/March 1917	
12: Russia and the Soviet Union (1855–1924)	1917 Revolutions: February/March Revolution; Provisional Government and dual power (Soviets); October/November Revolution; Bolshevik Revolution; Lenin and Trotsky	
12: Russia and the Soviet Union (1855–1924)	Lenin’s Russia/Soviet Union; consolidation of new Soviet state; Civil War; War Communism; New Economic Policy (NEP); terror and coercion; foreign policy	
14: Inter-war European states (1918–1939)	Weimar Germany: constitutional, political, economic/financial and social issues (1918–1933); initial challenges (1918–1923); “Golden Era” under Stresemann (1924–1929); the crisis years and the rise of Hitler (1929–1933)	
14: Inter-war European states (1918–1939)	Hitler’s Germany (1933–1939): consolidation of power; Hitler’s pre-war domestic policies, including economic, social and political policies; nature of the Nazi state; the extent of resistance to the Nazis	
14: Inter-war European states (1918–1939)	Italy (1918–1939): rise of Mussolini; consolidation of power; Mussolini’s pre-war domestic policies, including economic, social and political policies; nature of the fascist state	

14: Inter-war European states (1918–1939)	Spain (1918–1939): political, social and economic conditions in Spain; the Primo de Rivera regime; polarization and political parties under the Second Republic; Azaña and Gil Robles; causes of the Civil War; foreign involvement; reasons for nationalist victory under Franco	
14: Inter-war European states (1918–1939)	Case study of domestic political, economic and social developments in USSR in the inter-war years.	
15: Diplomacy in Europe (1919–1945)	Paris peace treaties (1919–1923): Versailles; Neuilly; Trianon; St Germain; and Sèvres/Lausanne—aims, issues and responses	
15: Diplomacy in Europe (1919–1945)	The League of Nations and Europe: successes and failures; the search for collective security; developments in the successor states of central and eastern Europe	
15: Diplomacy in Europe (1919–1945)	Italian and German foreign policies (1919–1941): aims, issues and extent of success	
15: Diplomacy in Europe (1919–1945)	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	
15: Diplomacy in Europe (1919–1945)	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	
15: Diplomacy in Europe (1919–1945)	Impact of the Second World War on civilian populations in any two countries between 1939–1945	
16: The Soviet Union and post-Soviet Russia (1924–2000)	Soviet Union (1924–1941): Stalin and the struggle for power (1924–1929); defeat of Trotsky; Stalin’s policies of collectivization and the Five-Year Plans; government and propaganda under Stalin; the purges and the Great Terror	
16: The Soviet Union and post-Soviet Russia (1924–2000)	Transformation of the Soviet Union (1985–1991): Gorbachev (aims, policies and extent of success); political developments and change	

The Story of Imperial Russia and The Russian Revolution (1855-1924)
I.B. History

“Winter came early and things got worse for the serfs”

Instructions:

The collapse of the Romanov dynasty and the establishment of the Soviet Union transformed the geo-political reality of the 20th Century. To understand the “why” and “how” behind the Russian Revolution, we need to examine the internal vs. external pressures, role of specific individuals and evaluation of key turning points. Use the below elements to craft your version of this tragic tale.

Setting

Describe the Russian geography, demographics, economic, society and culture in the middle of the 19th Century.

Main Characters

What was the role and importance of each of the below individuals in the Russian Revolution?

Alexander II	Alexander III	Nicholas II	Pyotr Stolypin	Sergei Witte
V.I. Lenin	Leon Trotsky	Joseph Stalin	Alexander Kerensky	Nikolay Bukharin

Key Events

How did the below events drive Russia to collapse and the Soviet Union to be established?

Emancipation of the Serfs	Assassination of Alexander II	Alexander III dies of illness	Russo-Japanese War	Bloody Sunday and 1905 Revolution
World War I	February Revolution	Kerensky Offensive	Treaty of Brest-Litovsk	October Revolution
Russian Civil War	War Communism	N.E.P.	Lenin’s Death and Funeral	

Your Story:

Diplomacy in Europe- Was World War II Inevitable?
I.B. History

Instructions:

Congratulations!! You have been selected by NPR to do a 5 part podcast series at the attempts at diplomacy from 1919-1939. Use the below activities to create a script outline for each episode with the relevant bullet points, events and historiography. If you are unsure of what the relevant ideas are for this topic, go look at the syllabus audit.

Position (pick 1):

World War II was caused by a failure of the League of Nations and the principles of collective security

World War II was the inevitable result of the “peace” negotiations following World War I

While there were a number of long term problems created by the Paris Peace treaties, there were a number of key moments where war could have been avoided.

While attempts of peace making and peace keeping were moderately successful, they were too fragile to withstand the devastating effect of authoritarianism and global economic collapse.

Script By Episode;

Title:	Episode 1

Title:	Episode 2

Title:	Episode 3

Title:	Episode 4

Title:	Episode 5

Paper 3 Sample Questions and Mark Schemes

May 2017-Remember you can pick any **three** questions

Section 12 Imperial Russia, revolution and the establishment of the Soviet Union (1855–1924)

23. With reference to the period up to 1914, discuss the economic developments that took place in Russia during the reigns of Alexander III and Nicholas II.
24. Evaluate the role of terror and coercion in the consolidation of the Soviet state between 1917 and 1924.

Section 14 European states in the inter-war years (1918–1939)

27. “Opposition to the Nazi regime was limited and unsuccessful between 1933 and 1939.” To what extent do you agree with this statement?
28. Discuss the reasons for political polarization in Spain between 1931 and 1936.

Section 15 Versailles to Berlin: Diplomacy in Europe (1919–1945)

29. “The policy of appeasement was necessary because, by the mid-1930s, collective security had failed.” To what extent do you agree with this statement?
30. Examine the impact of the Second World War on the civilian populations of two countries in Europe between 1939 and 1945.

Section 16 The Soviet Union and post-Soviet Russia (1924–2000)

31. Evaluate the significance of propaganda to the maintenance of Stalin’s power between 1929 and 1945.

Section 12 Imperial Russia, revolution and the establishment of the Soviet Union (1855–1924)

23. With reference to the period up to 1914, discuss the economic developments that took place in Russia during the reigns of Alexander III and Nicholas II.

Candidates are required to offer a considered and balanced review of the economic developments that took place up to 1914. These may include attempts to expand industry and increase agricultural production, achieve currency stability and promote trade with other nations. Candidates may argue that although there were significant economic developments, Russia's economy remained largely agricultural with low production levels. Despite attempts to stimulate production, for example the reduction in the Poll Tax and Stolypin's Agrarian reforms, crop yields were still very low by 1912. Discussion of industrial developments that were encouraged by Witte, may include a commentary on levels of foreign investment, the growth of railways (in comparison to other major powers), the impact on production levels and the scale of change. There may be discussion of the extent to which Russia had developed a stable industrial economy by 1914 and the fact that agriculture remained the main economic activity for over 80 per cent of the population.

24. Evaluate the role of coercion and terror in the consolidation of the Soviet state between 1917 and 1924.

Candidates will appraise the contribution made by coercion and terror in consolidating the Soviet state between 1917 and 1924. Evidence of coercion may include the closing of the Constituent Assembly and/or the forcing of ex-tsarist officers to serve in the Red Army. There may also be reference to levels of censorship and the promotion of Communist ideology. When evaluating the use of terror, candidates may refer to the Cheka and the Red Terror, the assassination of the Romanovs and the crushing of the Kronstadt Mutiny. Some candidate may elect to weigh the importance of coercion and terror against other factors. These may include: the popularity of the Bolsheviks, their victory in the civil war and Bolshevik policies such as the New Economic Policy (NEP). Candidates may discuss the fate of other political parties such as the Mensheviks and the Social Revolutionaries and the role of the one-party state policy.

Section 14 European states in the inter-war years (1918–1939)

27. "Opposition to the Nazi regime was limited and unsuccessful between 1933 and 1939." Discuss.

Candidates will offer a considered and balanced review of opposition activity to the regime including political and social opposition and opposition to specific policies. Political opposition could include the Socialist (SPD) vote against the Enabling Bill and the activities of the Social Democratic Part of Germany in Exile (SOPADE). Candidates may mention the opposition of the Reichswehr to Nazification up to 1938, and social opposition may include opposition to the Hitler Youth (Edelweiss Pirates and Navajos). Discussion of religious opposition may focus on the Confessional Church as well as opposition to specific policies (Bishop Galen and euthanasia) but candidates may also argue that, overall, the Church hierarchies offered little opposition. Candidates may argue that the regime was popular and opposition was limited in scope but successful in relation to specific policies. On the other hand, candidates may argue that it was limited because of the coercive nature of the Nazi state.

28. Discuss the reasons for political polarization in Spain between 1931 and 1936.

Candidates will offer a considered and balanced review of the reasons why the political consensus of 1931 had been destroyed by 1936. Reasons could include ideology, the impact of specific policies, deep social divisions and various groups protecting their own interests. Some may argue that the underlying problem was social and economic disparity in Spanish society and that these were exacerbated by the policies of Azana. These policies included land reform, the reduction of Church influence, army reform and the Catalan Statute. There may also be reference to the CEDA (Catholic right party) dominated governments of 1933 to 1935. The crushing of the Asturian Rising and the Biennio Negro increased these divisions. The presence of extreme groups on the right (the Monarchists and Falange) and on the left (the anarchists/CNT and the Spanish socialist party) also contributed to political polarization. The violence associated with politics reduced the possibility of dialogue and compromise.

Section 15 Versailles to Berlin: Diplomacy in Europe (1919–1945)

29. “The policy of appeasement was necessary because, by the mid-1930s, collective security had failed.” To what extent do you agree with this statement?

Candidates will consider the merits of the suggestion that appeasement was a consequence of the failure of collective security by the mid-1930s. Candidates may address the reasons why Britain and France, as Guarantor powers, adopted the policy of appeasement. These could include domestic priorities as well as the international context. The weakness of the League of Nations by 1936 and its inability to effectively contain aggression was evidence of the failure of collective security. The fear of war with aggressive states could arguably be the overarching reason for appeasement. Some candidates may argue that appeasement was used to buy time for rearmament. In Britain appeasement was adopted because a strong Germany acted as a buffer to the Soviet Union. Also, in Britain, many people argued that Versailles had been too harsh and that France was too unstable to be a reliable ally, and would struggle to continue to maintain it. Further, France was too weak to act alone in foreign policy and had similar reasons to Britain for favouring appeasement.

30. Examine the impact of the Second World War on the civilian populations of **two** countries in Europe between 1939 and 1945.

Candidates will consider the impact of the Second World War on the civilian populations of two countries for the duration of the war. One area to consider may be increased government intervention in economic activity, which had an impact on the civilian population. Depending on the examples chosen, candidates may discuss the number of civilian casualties from invasion or bombing raids. A major impact of the war was rationing as there were severe food shortages. Further, there was a significant impact on standards of living and dislocation of the civilian population (either through evacuation or military activities). In addition, candidates may examine the mobilization of the workforce, increasing government control and the direction of labour into key industries, as well as the mobilization of women into the work force. In occupied countries, the civilian population may have experienced a more repressive regime.

Section 16 The Soviet Union and post-Soviet Russia (1924–2000)

31. Evaluate the significance of propaganda to the maintenance of Stalin’s power between 1929 and 1945.

Candidates will appraise the importance of propaganda to Stalin in his efforts to sustain support for his rule. There may be, for example, reference to the Cult of Personality. Propaganda was used to control and encourage the population, to support and implement policies such as the Five Year Plans (Stakhanovite Movement), as well as to justify the repressive policies of the state. The Show Trials may be considered as propaganda. Propaganda was important in encouraging national resistance during the Second World War as it emphasized the need to protect the Motherland. Some candidates may argue that the nature of propaganda evolved as priorities changed, as it was much more nationalistic during the war. Candidates may weigh up the importance of other policies that supported Stalin’s maintenance of power. They may argue that propaganda was merely the public face of a repressive one-party state.

Paper 3 Sample Questions and Mark Schemes

May 2018-Remember you can pick any **three** questions

Section 12: Imperial Russia, revolution and the establishment of the Soviet Union (1855–1924)

23. “Russia’s participation in the First World War was the main cause of the February/March 1917 Revolution.” To what extent do you agree with this statement?

24. “Lenin’s foreign relations were motivated by practical concerns and not ideology.” Discuss.

Section 14: European states in the inter-war years (1918–1939)

27. “Hitler’s consolidation of power between January 1933 and August 1934 was a political revolution.” To what extent do you agree with this statement?

28. Evaluate the importance of economic and political problems in allowing Mussolini to gain power in Italy in 1922.

Section 15: Versailles to Berlin: Diplomacy in Europe (1919–1945)

29. “The Treaty of Versailles was a harsh and unfair peace.” To what extent do you agree with this statement?

30. Discuss the reasons for the failure of the League of Nations by 1938.

Section 16: The Soviet Union and post-Soviet Russia (1924–2000)

31. Discuss the causes and consequences of Stalin’s purges up to 1953.

**Section 12: Imperial Russia, revolution and the establishment of the Soviet Union
(1855–1924)**

23. "Russia's participation in the First World War was the main cause of the February/March 1917 Revolution." To what extent do you agree with this statement?

Candidates are required to consider the merits or otherwise of the statement. Some may choose to argue that it was the impact of the war on society and the economy that led to revolution. Others that there were long-term underlying problems that made revolution likely; that the impact of war was merely as a catalyst for revolution. There may be some assessment of pre-war conditions including the relative stability of the monarchy, levels of discontent and attitudes to the war. There may also be assessment of the problems caused by military defeats (Tannenburg and the Masurian Lakes), high casualty rates and the economic impact of the war. The Tsar's decision to command the army, as well as the issue of Rasputin, contributed to the increasing unpopularity of the monarchy. The events of February/March 1917 in Petrograd, the Bread Riots, strikes and the actions of the Petrograd garrison may all be linked to the war.

24. "Lenin's foreign relations were motivated by practical concerns and not ideology." Discuss.

Candidates are required to offer a considered and balanced review of the statement. They should identify the practical problems Lenin faced that shaped his foreign relations. There should also be some discussion of his Marxist ideology and the goal of world revolution and its impact on foreign relations. The attitude of other powers to Soviet Russia could also be relevant. Practical policies may include the signing the Treaty of Brest-Litovsk, the treaty of Riga (1921), recognition of the independence of the Baltic States and Finland, and the Treaty of Rapallo (1922). These were all a consequence of Russian weakness. The trade agreements with Britain and Germany were a practical solution to restore the Russian economy. Ideologically driven policies could include the Russo-Polish war and the establishment of Comintern, as both were concerned with spreading communism. Some may argue that in the long term, Lenin was committed to world revolution.

Section 14: European states in the inter-war years (1918–1939)

27. “Hitler’s consolidation of power between January 1933 and August 1934 was a political revolution.” To what extent do you agree with this statement?

Candidates are required to consider the merits or otherwise of the statement. Candidates should consider the extent of change to the political structure from the Weimar period—or even from Imperial Germany—and whether there was some continuity. Candidates may choose to address continuity and change discretely or chronologically. Some may argue that the dictatorship established in August 1934 was a complete change from Weimar’s liberal, democratic, federalist constitution. Others that the regime had similarities to Imperial Germany, with one dominant authoritarian figure as head of state or that parliamentary democracy had already collapsed between 1930 and 1933. Analysis of factors such as the Enabling Bill, the policy of Gleichschaltung, the position of Trade Unions, the establishment of the one-party state as well as the Night of the Long Knives and Hitler becoming Fuhrer should be linked to the concept of change (revolution).

28. Evaluate the importance of economic and political problems in allowing Mussolini to gain power in Italy in 1922.

Candidates are required to appraise the relative importance of economic and political weakness in undermining the Liberal state in Italy and their contribution to Mussolini’s appointment as prime minister in October 1922. Other factors such as fear of revolution (Biennio Rosso) or Italian nationalism (the mutilated victory) may be considered to provide context for the evaluation of the importance of economic and political problems. There may be some imbalance in the treatment of economic factors (unemployment and post-war recession) and political factors (transformismo, leading to weak government). Candidates may argue that it was the underlying weakness of political institutions, combined with post-war problems, that weakened the Liberal state. Others may argue that it was Mussolini’s opportunism and significant popular support that allowed him to take advantage of the situation, or that the combination of factors led to him gaining power in 1922.

Section 15: Versailles to Berlin: Diplomacy in Europe (1919–1945)

29. “The Treaty of Versailles was a harsh and unfair peace.” To what extent do you agree with this statement?

Candidates will consider of the merits or otherwise of the statement; they may support it or argue against it, or they may choose a position somewhere in between. Posterity has not been favourable to the Treaty of Versailles, and candidates may address how judgments of the treaty are affected by how much Germany was negatively affected following the ratification of Versailles in July 1919. However, this is not a “rise of Hitler question” and candidates must not use it thus. Candidates may argue that the treaty was not unfair, referring to the fact that Germany had requested an armistice (thereby admitting defeat), but also remained a major European power after ratification. Some discussion of the significance of Wilson’s Fourteen Points as a basis for negotiation would be relevant, along with the aims of the peacemakers. Comparison with the Treaty of Brest-Litovsk could also be relevant.

30. Discuss the reasons for the failure of the League of Nations by 1938.

Candidates will offer a considered and balanced review of the reasons for the League’s weakness by 1938. Candidates may adopt a chronological or thematic approach. Some may argue that the League was undermined from the outset or that world events during the 1930s overwhelmed it. Areas for discussion could include: the membership of the League, with several important powers not joining or leaving it at key points. Slow decision-making processes may also be discussed, as well as the fact that the League was often bypassed, thus undermining its effectiveness (Conference of Ambassadors). The League’s weak response to various crises and the reasons for this could also be discussed. Candidates may argue that the League was designed to function effectively in an international context that sought peace, but that the 1930s were too unstable and too dominated by aggressive powers for it to be effective.

Section 16: The Soviet Union and post-Soviet Russia (1924–2000)

31. Discuss the causes and consequences of Stalin’s purges up to 1953.

Candidates are required to offer a considered and balanced review of the reasons for and the impact of the various purges in Russia. The focus is likely to be on the purges of the 1930s, although some candidates may mention the post-Second World War period up until 1953. Candidates may refer to different historical interpretations of the purges. Some historians argue that purges were used to maintain Stalin’s power, others that the purges were a traditional Russian response to threats. Others still, argue that the NKVD and the Party in local areas spiralled out of control. Consequences could include the weakening of the Soviet armed forces and the fact that Stalin remained unchallenged as ruler until his death. For the wider population, the consequences were that millions suffered and a society that feared to question the party developed.

Mr. Johnson's Guide to Historiography

Historiography refers either to the study of the methodology and development of "history" (as a discipline), or to a body of historical work on a specialized topic. Furay and Salevouris (1988) define historiography as "the study of the way history has been and is written — the history of historical writing... When you study 'historiography' you do not study the events of the past directly, but the changing interpretations of those events in the works of individual historians."

Some of the common topics in historiography are:

1. Reliability of the sources used, in terms of authorship, credibility of the author, and the authenticity or corruption of the text.
2. Historiographic tradition or framework. Every historian uses one historiographic traditions, for example Marxist, Annales School, "total history", or political history.
3. Moral issues, guilt assignment, and praise assignment
4. Revisionism versus orthodox interpretations

Ranke, Hegelian Dialectic, and Marxist Historiography

Modern historiography emerged in 19th century German universities, where Leopold von Ranke revolutionized historiography with his seminars and critical approach; he emphasized politics and diplomacy, dropping the social and cultural themes Voltaire had highlighted. Sources had to be hard, not speculations and rationalizations. His credo was to write history the way it was. He insisted on primary sources with proven authenticity.

Hegel and Marx introduced the concept of spirit and dialectical materialism, respectively, into the study of world historical development. Former historians had focused on cyclical events of the rise and decline of rulers and nations. Process of nationalization of history, as part of national revivals in 19th century, resulted with separation of "one's own" history from common universal history by such way of perceiving, understanding and treating the past that constructed history as history of a nation.

The Hegelian Dialectic developed as an approach to structuring our understanding of history. Hegel proposed that all of history could be explained in a series of cause and effect. He claimed that an event, or thesis, led to the appearance of a counter event, or anti-thesis. The interaction of these two-events/developments/phenomenon lead to a new reality, synthesis.

Modern Historiography

Modern historians have developed into a plethora of specialties that focus all aspects of the human story in an attempt to form a compelling perspective to analyze and evaluate the past. They can be divided by aspect (i.e. Social, economic, or cultural history), element of society (i.e. women's history, labor history, etc), or specializing in certain time periods (i.e. Dark ages history). These lenses of historical investigation impact how the historians value evidence and what narratives they choose to emphasize.

How to Apply Historiography to IB History

Historiography and a sophisticated understanding of historical events are required to reach the highest levels of the IB essay mark bands. Depending on the topic that is being studied, there are certain common components of historiography that can be applied. See the table on the next page for common perspectives and prominent historians by topic. This table is far from exhaustive but can be a helpful start.

Topic	Common Historical Perspectives	Prominent Historians
World War I	Orthodox, Revisionist, Post-Revisionist, Anti-Post Revisionist Marxist	Henig, George, Williamson, Herwig
Inter-War Period	Orthodox, Revisionist, Post-Revisionist, Marxist	Fischer, Keynes, AJP Taylor
World War II	Orthodox, Revisionist, Post-Revisionist, Marxist	Hildebrand, Ritter, A.J.P. Taylor, Eley, Parker, Langer
Origins of the Cold War	Intentionalist vs. Structuralist Marxist	Kissinger, Chomsky, Kennedy, Bragg, Johnson, Zinn
Hitler	Intentionalist vs. Structuralist Marxist	Broszat, A.J.P. Taylor, Kershaw, Overy, Sax
Mao	Intentionalist vs. Structuralist Marxist	Hsu, Lynch, Gray, Johnson, Palmer, Colton

How to use Historiography in your essays

When looking to use historiography in your essays, there are a couple of approaches that are very beneficial and a couple of things to avoid.

Historiography Do's

1. Introduce relevant historical perspectives in your introduction and select one that you will primarily use throughout your analysis to demonstrate your awareness of the view.
2. Compare and contrast historians' views on a certain topic (i.e. revisionist vs. post-revisionist views on origins of WWI)
3. Use an historian to support your historical evaluation

For Example: Ruth Henig supports this view of the role of alliances in causing World War I in her book Origins of World War I.

4. Present a quote from an historian as a hook or evidence to within a body paragraph.

Historiography Don'ts

1. Don't just tack it on to an argument without weaving it into your analysis
2. If you are not sure how it works, don't just put it in. Using historiography incorrectly is worse than omitting it

Questions for Mr. Johnson