Exercise walk-through

2.3
Paper 2: causes and effects of the First World War

International Baccalaureate · IB Diploma · History · HL

World history topics

- plan and write a Paper 2 essay with a **thesis**, argued paragraphs, a **counter-argument** and a **judgement**;
- explain how authoritarian states emerged, consolidated power and ruled, using Germany and Cuba;
- explain the long-term, short-term and trigger causes of the First World War and its effects;
- explain the origins, crises and end of the Cold War and how historians disagree about it.

Causes and effects of 20th-century wars

- Historians separate three kinds of cause:
- War came quickly: Austria-Hungary declared war on Serbia on 28 July, Germany on Russia on 1 August and on France on 3 August, and Britain on Germany on 4 August, after German troops entered Belgium.
- Effects are political, economic and social.
- About 10 million soldiers died.

The Cold War (1945–1991)

- **Origins** : different ideas (capitalism and communism), Soviet control of Eastern Europe after 1945, and US policies such as the Truman Doctrine (1947) and the Marshall Plan, which gave about US$13 billion to rebuild Western Europe.
- **Crises**: the Berlin Blockade (1948–49), the Korean War (1950–53), the Berlin Wall (1961) and the Cuban Missile Crisis (October 1962), when the world came close to nuclear war for 13 days.

Exercises 2.1·2.2

2.1 Distinguish between a **long-term cause** and a **trigger** of a war, with an example of each from the First World War. [2]

2.2 Franz Ferdinand was killed on 28 June 1914 and Britain declared war on 4 August 1914. Calculate the number of days between the two events, and explain **two** reasons why a local crisis became a European war so quickly. [3]



Exercises 2.1·2.2

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2.1

long-term cause: a condition that built up over many years, e.g. the alliance system or the naval race; trigger: the event that started the war, e.g. the assassination of Franz Ferdinand on 28 June 1914

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2.2

2 days left in June +31 in July +4 in August = **37** days; the alliances drew in the great powers one after another; military plans, such as Germany's Schlieffen Plan, needed fast mobilization and an attack through Belgium, which brought Britain in

Exercises 2.3·2.4

2.3 Explain **two** political effects of the First World War. [4]

2.4 Outline the views of **Fritz Fischer** and **Christopher Clark** on responsibility for the First World War, and explain **one** strength of each view. [6]

Exercises 2.3·2.4

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2.3

any two, explained: four empires collapsed: Germany, Austria-Hungary, Russia and the Ottoman Empire, so new states such as Poland and Czechoslovakia appeared; revolution in Russia: the Bolsheviks took power in 1917, creating the first communist state; the Treaty of Versailles took land and imposed reparations, creating anger in Germany that later helped the Nazis; more women got the vote, e.g. in Britain in 1918, partly because of their war work; the League of Nations was created to prevent another war

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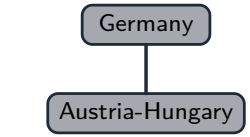
2.4 Outline the views of **Fritz Fischer** and **Christopher Clark** on responsibility for the First World War, and explain **one** strength of each view. [6]

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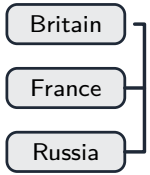
Fischer (1961): Germany wanted and planned a war to become a world power; strength: he used German government documents showing war aims, e.g. the September Programme (1914); Clark (2012): the leaders of all the great powers "sleepwalked" into war, so responsibility was shared; strength: he studies the decisions of every capital, including Vienna, St Petersburg and Belgrade, not only Berlin

Exercise 3.1

3.1 *(Paper 2 style.)* To what extent was Germany responsible for the outbreak of the First World War? [15]



Triple Alliance (with Italy)



Triple Entente

Exercise 3.1

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3.1

Mark with the markbands: [13-15] clearly focused on the question, accurate and relevant knowledge used as evidence, well-developed critical analysis, different perspectives evaluated, a reasoned conclusion; [10-12] focused, mostly accurate knowledge, analysis with some evaluation; [7-9] some focus, relevant knowledge, mostly narrative or description with limited analysis; [4-6] little focus, limited knowledge, mostly narrative; [1-3] little understanding of the question. Points that may be included: for: Germany gave Austria-Hungary a "blank cheque" of support in early July 1914; the Schlieffen Plan meant war

Full solution on next slide

Full solution 3.1

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