4.1 Regional depth: the HL option

Name: _____ Class: _____ Date: _____ **Total: 24 marks**

KEY WORDS historiography • region

Regional depth: the HL option

Objective

Write depth essays with precise regional evidence, deploy named historiographical schools as an analytical tool, and command the four regional menus (Paper 3, HL only).

1 Key knowledge and worked examples

> **Paper 3 toolkit.** Three essays, 150 minutes, Paper 2 markbands with higher expectations. Depth: regional, precise (names, provisions, dates, statistics); two cases per point across a period. Historiography: name the school, state its claim, ask why they disagree (sources? politics? decade?), weigh the evidence – the counter-case professionalised. Regions: Africa/Middle East; the Americas; Asia/Oceania; Europe. Worked example: the Weimar debate – "weak from birth" (structural) versus "golden years" (contingent) with the synthesis weighing structure against agency.

2 Practice

2.1 State what "depth" adds to a Paper 2 answer. [2]

2.2 Name the three moves of historiography as an analytical tool. [3]

2.3 Name the four HL regions. [2]

2.4 Give the classic depth pairing for the Americas region given in the handout. [2]

2.5 How does timing discipline differ between Papers 2 and 3? [2]

3 Exam-style questions

3.1 *(Historiography style.)* Outline the classic and revisionist positions on Weimar's failure, with one piece of named evidence for each, and state the synthesis the handout proposes. [6]

3.2 *(Depth style.)* Using the Americas region, write the opening paragraph (thesis plus evidence plan) for: "The New Deal transformed the American state." [4]

3.3 *(Region choice style.)* A student's strongest depth is China 1911–1978. Which region should they choose, and which second topic from that region pairs naturally with it? [3]

Solutions

2.1 Evidence becomes regional and precise – names, provisions, dates, places, statistics a textbook summary omits (1); and points spanning a period carry TWO regional cases rather than one general example (1).

2.2 Name the historians or school (1); state their claim (1); analyse WHY they disagree (sources, politics, decade) – and weigh what the evidence favours (1).

2.3 Africa and the Middle East; the Americas; Asia and Oceania; Europe (2 – 1 for two or three).

2.4 The US Civil War with the Mexican Revolution (2).

2.5 The discipline is the same – 45 minutes an essay plus five to plan – but Paper 3 repeats it three times in 150 minutes, so question choice by depth (not length) carries more weight (2).

3.1 Classic "weak from birth" reading: structural failure – the Versailles wounds, proportional representation fragmenting the Reichstag, and elite disloyalty (the army's 1918–19 allies kept from the Republic); evidence: the 1923 hyperinflation destroying the middle class's savings (3). Revisionist "golden years" view: the Republic worked – Stresemann's stability 1924–29 with currency reform, Locarno diplomacy and cultural flowering; evidence: the 1928 Reichstag results with pro-republic parties' majority (2). Synthesis: the structures set the trap (a Republic born weak), but the Depression after 1929 and Nazi agency sprang it – Brüning's deflation and the 1932 unemployment of six million turned weakness into collapse; structure against contingency (1).

3.2 Model opening: thesis – the New Deal did not merely relieve a crisis, it permanently enlarged the federal government's role in the economy and in citizens' economic security (2). Evidence plan: the 1933 Banking Act and federal deposit insurance; the Wagner Act's guaranteed collective bargaining; Social Security, 1935, as the first federal safety net – each a dated provision proving the state's new permanence, with the counter-case (the 1937–38 recession and the Supreme Court's early resistance) weighed in the body (2).

3.3 Asia and Oceania – China's century is one of its listed depth topics (1). The natural pairing from the same region: the end of empire – British India to 1947 (or French Indochina) – whose independence-era chronology and comparative-revolution questions pair with China 1911–1949 (2).

Local review guidance: each school carries its OWN named evidence; (R1 3.2) a thesis opening states the argument, then names the dated provisions that will prove it; (R1 3.3) region choice follows where the depth is, and pairings follow the region's list. Authored guidance.