Exercise walk-through

2.1
Causes, triggers and comparison: supported rehearsal

International Baccalaureate · IB Diploma · History · SL

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.

The Cold War (1945–1991)

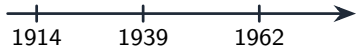
- **Origins** : different ideas (capitalism and communism), Soviet control of Eastern Europe after 1945, and US policies such as the Truman Doctrine (1947) and the Marshall Plan, which gave about US$13 billion to rebuild Western Europe.
- **Crises**: the Berlin Blockade (1948–49), the Korean War (1950–53),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

Key terms (2)

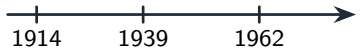
- **Détente**: a period of reduced tension between the USA and the USSR in the 1970s.
- **Orthodox view**: in Cold War history, the view that Soviet expansion caused the Cold War.
- **Revisionist view**: the view that US economic interests caused the Cold War.
- **Post-revisionist view**: the view that fear and misunderstanding on both sides caused the Cold War.

Exercises 2.1·2.2

2.1 State the three structural parts of a thesis-led essay beyond the introduction. [3]

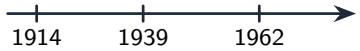


2.2 Distinguish a long-term cause from a trigger cause, with one example of each from a 20th-century war. [2]



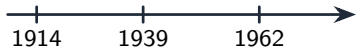
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2.1 Body paragraphs each arguing one leg of the thesis with named evidence (1); a counter-case paragraph that concedes and answers the other side (1); a judgement that weighs rather than repeats (1).

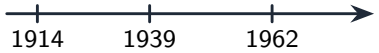
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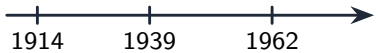
2.2 A long-term cause structures the situation over years or decades (the alliance system before 1914); a trigger is the immediate event that sets war off in days or weeks (the assassination at Sarajevo, June 1914) (2).

Exercises 2.3·2.4

2.3 What must every paragraph of a “compare” essay contain? [2]

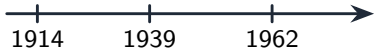


2.4 Name the two classic case-study pairings for authoritarian states given in the hand-out. [2]



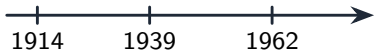
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2.3 Direct comparison – connectives (whereas, in both cases) linking the two cases, so each paragraph argues a point of comparison rather than telling one case then the other (2).

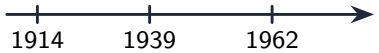
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2.4 Hitler’s Germany with Castro’s Cuba; Mao’s China with Mussolini’s Italy (2 – 1 for one pairing).

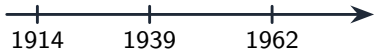
Exercise 2.5

2.5 Distinguish propaganda from terror as instruments of authoritarian control. [2]



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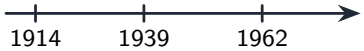
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2.5 Propaganda manufactures consent: radio, rallies, schooling and symbols build belief and legitimacy (1); terror polices the boundary: secret police, informants and camps punish dissent that propaganda has not won (1).

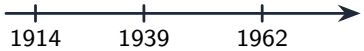
Exercise 3.1

3.1 *(Essay style.)* “Authoritarian rule rested more on propaganda than terror.” Using two authoritarian states from different regions, discuss this claim with named evidence. [10]



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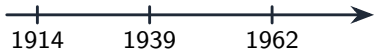
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3.1 Thesis: propaganda and terror were one system, but terror was the backstop propaganda alone never was. Case one (Germany): radio and the Nuremberg rallies built a political religion and the 1933 Enabling Act legalised one-party rule, yet the Night of the Long Knives (June 1934) and the Gestapo's informant web answered what happened when consent failed: consent was manufactured, dissent was destroyed (3). Case two (Cuba): the 1961 literacy campaign and Fidel's symbolism carried genuine popular support, while the Committees for the Defence of the Revolution watched every street: support was broad, surveillance was structural (3). Counter-case: where propaganda genuinely persuaded (the early years of both regimes), terror's visible work was rare; the two reinforced rather than substituted. Judgement: consent was manufactured, but stability rested on the credible threat behind it (4).

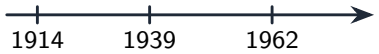
Exercise 3.2

3.2 *(Essay style.)* Compare and contrast the causes of the First and Second World Wars. [8]



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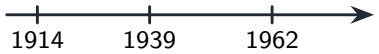
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3.2 Frame: both wars grew from long structural rivalries, but the Second was more genuinely ideological and more deliberately chosen. Similarities (with connectives): in both, alliance blocs made a regional crisis general (the 1914 chain; the 1939 guarantee to Poland), and in both, economic strain and imperial rivalry preceded it (naval race; Versailles revision) (3). Differences: 1914's causes were security-dilemma driven, whereas 1939 followed an explicit programme of expansion; 1914's trigger was a single assassination, whereas 1939's (Poland) was chosen and timed by the aggressor (3). Judgement: the First World War was the accident of a brittle system, the Second the policy of a resolved one – structure made both possible, choice made them different (2).

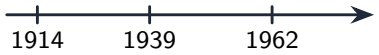
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3.3 *(Cold War style.)* Examine the claim that the Cold War ended because of economic failure rather than leadership change. [5]



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3.3 Economic failure: output stagnated while the arms race and the oil-price collapse after 1986 broke the budget: the system could not pay both the army and the shops (2). Leadership: Gorbachev's glasnost and non-intervention chose NOT to save the regimes of 1989; a Brezhnev might have spent blood to delay the end, as in 1956 (2). Examine: the claim assumes the two compete; economic failure created the pressure and leadership chose the response – Hungary 1956 shows that with different leadership the same pressure produced tanks, not endings: the end needed both (1).

Guidance: evidence and connectives throughout; (R1) test the assumption.