2.1 World history topics

Name: _____ Class: _____ Date: _____ **Total: 34 marks**

KEY WORDS propaganda • evidence

World history topics

Objective

Write thesis-led 15-mark essays with named evidence, decode the command terms, and command the taught world-history topics with their classic case-study pairings (Paper 2).

1 Key knowledge and worked examples

> **Paper 2 toolkit.** Two essays in 90 minutes, from different topics, 15 marks each: answer-thesis in two sentences; three body paragraphs each with named evidence (dates, actors, provisions); a conceded counter-case; a weighing judgement. Commands: discuss and evaluate (weigh to a verdict), compare (connectives in every paragraph), examine (test the claim's assumptions). Timing: 45 minutes an essay, 5 to plan. Topics: authoritarian states (Hitler/Castro, Mao/Mussolini); causes and effects of 20th-century wars (long, short, trigger); the Cold War (origins, crises, end, one regional case); plus society/economy, transition, early modern, industrialization, independence, democratic states.

2 Practice

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]

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 handout. [2]

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

3 Exam-style questions

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]

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

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

Solutions

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).

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).

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).

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

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).

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).

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).

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.