

Higher level candidates will sit all three papers described here. Standard level candidates will only study paper 1 and paper 2. Higher level and standard level candidates will complete the coursework.

PAPER 1

Duration: 1 hour

Weighting: 30%

This examination paper assesses the following objectives.

Question	Assessment objective
The first question will test understanding of a source in part (a) and part (b).	1. Knowledge and understanding Understand historical sources
The second question will test analysis of sources through the comparison and contrast of two sources.	2. Application and interpretation Compare and contrast historical sources as evidence
The third question will ask students to discuss two sources in relation to their origin, purpose, value and limitations.	3. Synthesis and evaluation Evaluate historical sources as evidence
The fourth question will test evaluation of sources and contextual knowledge.	1. Knowledge and understanding Demonstrate an understanding of historical context 3. Synthesis and evaluation Evaluate and synthesize evidence from both historical sources and background knowledge

The structured questions are set on subjects that are prescribed in advance. Students should study one prescribed subject in depth from **either** route 1 or route 2.

We study a topic from 20th century world history

PRESCRIBED SUBJECT - PEACEMAKING, PEACEKEEPING—INTERNATIONAL RELATIONS 1918-36

Sources will be primary or a mixture of primary and secondary; they may be written, pictorial or diagrammatic. Documentary sources in paper 1

cannot be handled with confidence unless students have a strong grasp of the historical context of the prescribed subject. It is therefore essential that students are directed towards authoritative secondary sources that will provide them with a strong foundation in the prescribed subject.

There will be five sources for each prescribed subject. 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 as well as evidence contained in all the sources.

Students must answer all four questions from one prescribed subject. The maximum mark for this paper is 25. The paper is marked using a paper-specific analytic markscheme.

PAPER 2

Duration: 1 hour 30 minutes

Weighting: 45%

For this paper we study 20th century world history

TOPIC 1: CAUSES, PRACTICES AND EFFECTS OF WARS

War was a major feature of the 20th century. In this topic the different types of war should be identified, and the causes, practices and effects of these conflicts should be studied.

Major themes

Different types and nature of 20th century warfare

- Civil
- Guerrilla
- Limited war, total war

Origins and causes of wars

- Long-term, short-term and immediate causes
- Economic, ideological, political, religious causes

Nature of 20th century wars

- Technological developments, tactics and strategies, air, land and sea
- Home front: economic and social impact (including changes in the role and status of women)
- Resistance and revolutionary movements

Effects and results of wars • Peace settlements and wars ending without treaties

- Attempts at collective security pre- and post-Second World War
- Political repercussions and territorial changes
- Post-war economic problems

Material for detailed study

- First World War (1914-8)
- Second World War (1939-45)
- Africa: Algerian War (1954-62), Nigerian Civil War (1967-70)
- Americas: Falklands/Malvinas war (1982), Nicaraguan Revolution (1976-9)
- Asia and Oceania: Indo-Pakistan wars (1947-9, 1965, 1971), Chinese Civil War (1927-37 and 1946-9)

Europe and Middle East: Spanish Civil War (1936-9), Iran-Iraq war (1980-88), Gulf War (1991)

TOPIC 3: ORIGINS AND DEVELOPMENT OF AUTHORITARIAN AND SINGLE-PARTY STATES

The 20th century produced many authoritarian and single-party states. The origins, ideology, form of government, organization, nature and impact of these regimes should be studied.

Major themes

Origins and nature of authoritarian and single-party states

- Conditions that produced authoritarian and single-party states
- Emergence of leaders: aims, ideology, support
- Totalitarianism: the aim and the extent to which it was achieved

Establishment of authoritarian and single party states

- Methods: force, legal
- Form of government, (left- and right-wing) ideology
- Nature, extent and treatment of opposition

Domestic policies and impact • Structure and organization of government and administration

- Political, economic, social and religious policies
- Role of education, the arts, the media, propaganda
- Status of women, treatment of religious groups and minorities

Material for detailed study

- Africa: Kenya—Kenyatta; Tanzania—Nyerere
- Americas: Argentina—Perón; Cuba—Castro
- Asia and Oceania: China—Mao; Indonesia—Sukarno
- Europe and the Middle East: Germany—Hitler; USSR—Stalin; Egypt—Nasser

For route 2 topics, when the word "region" is used in a question it refers to one of the four regional options defined by the world map in the introduction to 20th century world history topics. Some comparative questions require that examples be drawn from more than one region. The paper consists of five sections, each covering one topic. There are six extended-response questions on each topic. The structure of each section is:

- **three** questions on named people, themes, topics or events that are listed in the syllabus
- **two** open-ended questions
- at least **one** question addressing social, economic or gender issues (in some topics in route 1 the majority of questions may fall into this category).

Of these:

- at least **one** question will be set that demands material from two regions in route 2. This will be indicated either by named examples or by demanding two unnamed examples
- any **one** of the questions may be a comparative question, or based on a quotation.

When questions of a more general and open-ended nature are also set, students are free to use any relevant material to illustrate and support their arguments.

Students must answer **two** questions, each selected from a **different** topic. The maximum mark for this paper is 40. The paper is marked using generic markbands and a paper-specific analytic markscheme.

PAPER 3

Duration: 2 hours 30 minutes

Weighting: 35%

For this paper we study 20th century world history

20TH CENTURY WORLD HISTORY - ASPECTS OF THE HISTORY OF EUROPE AND THE MIDDLE EAST

[A] IMPERIAL RUSSIA, REVOLUTIONS, EMERGENCE OF SOVIET STATE 1853-1924

This section deals with the decline of imperial power in Tsarist Russia and the emergence of the Soviet State.

It requires examination and consideration of the social, economic and political factors that inaugurated and accelerated the process of decline. Attempts at domestic reform and the extent to which these hastened or hindered decline should be studied, together with the impact of war and foreign entanglements.

- Alexander II (1855-81): emancipation of the serfs; military, legal, educational, local government reforms; later reaction
- Policies of Alexander III (1881-94) and Nicholas II (1895-1917): backwardness and attempts at modernization; nature of tsardom; growth of opposition movements
- Significance of the Russo-Japanese War; 1905 Revolution; Stolypin and the Duma; the impact of the First World War (1914-18) on Russia
- 1917 Revolutions: February/March Revolution; Provisional Government and Dual Power (Soviets);
- October/November Bolshevik Revolution; Lenin and Trotsky
- Lenin's Russia (1917-24): consolidation of new Soviet state; Civil War; War Communism; NEP; terror and coercion; foreign relations

[B] EUROPEAN DIPLOMACY AND THE FIRST WORLD WAR 1870-1923

This section deals with the longer- and shorter-term origins of the First World War, its course and consequences. The breakdown of European diplomacy pre-1914 and the crises produced in international relations should be examined. It covers how the practice of war affected the military and home fronts. The section also investigates reasons for the

Allied victory/Central Powers' defeat plus a study of the economic, political and territorial effects of the post-war Paris Peace Settlement.

- European diplomacy and the changing balance of power after 1870
- Aims, methods, continuity and change in German foreign policy to 1914; global colonial rivalry
- Relative importance of: the Alliance System; decline of the Ottoman Empire; Austria Hungary and Balkan nationalism; arms race; international and diplomatic crises
- Effects on civilian population; impact of war on women socially and politically
- Factors leading to the defeat of Germany and the other Central Powers (Austria Hungary, Ottoman
- Empire and Bulgaria); strategic errors; economic factors; the entry and role of the United States
- Post-war peace treaties and their territorial, political and economic effects on Europe: Versailles
- (St Germain, Trianon, Neuilly, Sèvres/Lausanne)

[C] INTERWAR YEARS: CONFLICT AND COOPERATION 1919-39

This section deals with the period between the two World Wars and the attempts to promote international cooperation and collective security.

Obstacles to cooperation, such as post-war revisionism, economic crises and challenges to democracy and political legitimacy in Italy, Germany and Spain respectively, all require examination and consideration. The policies of the right-wing regimes and the responses of democratic states are also the focus of this section.

- Germany 1919-33: political, constitutional, economic, financial and social problems
- Italy 1919-39: Mussolini's domestic and foreign policies
- The impact of the Great Depression (case study of its effect on **one** country in Europe)
- Spanish Civil War: background to the outbreak of the Civil War; causes and consequences; foreign involvement; reasons for Nationalist victory
- Hitler's domestic and foreign policy (1933-39)
- Search for collective security; appeasement in the interwar years; the failure of international diplomacy; the outbreak of war in 1939

Historical Investigation - Coursework

Internal assessment (coursework) is an integral part of the history course, contributing 25% to the final assessment in the SL course and 20% in the HL course.

Requirements of the historical investigation

Introduction

The historical investigation is a problem-solving activity that enables students to demonstrate the application of their skills and knowledge to a historical topic that interests them and that need not be related to the syllabus. The internal assessment allows for flexibility and should encourage students to use their own initiative. The emphasis must be on a specific historical inquiry that enables the student to develop and apply the skills of a historian by selecting and analysing a good range of source material and managing diverse interpretations. The activity demands that students search for, select, evaluate and use evidence to reach a relevant conclusion. The investigation should be written in the specific format outlined later in this section.

Examples of the types of investigations students may undertake are:

- a historical topic or theme using written sources or a variety of sources
- a historical topic based on fieldwork, for example, a museum, archeological site, battlefields, places of worship such as mosques or churches, historic buildings
- a historical problem using documents (this could include newspapers)
- a local history study
- a historical study based on oral interviews
- a historical investigation based on interpreting a novel, film or work of art
- a historical investigation of cultural issues.