The information in this book relates to key figures or events but is not prescriptive. For example, any relevant war can be referred to in an answer on Causes, practices and effects of wars. While the author has chosen well-known wars in this book, there is also an opportunity to explore your own regional history using the book as a guide as to the necessary concepts to know and to understand.

The aim of this book is to:
- provide in depth knowledge of a world history topic
- introduce key historical concepts
- develop skills by providing tasks and exercises
- introduce different historical perspectives related to key events/personalities.

The content in this book is linked to the six key IB concepts.

How to use this book

This book contains sections relating to key aspects of Causes and effects of 20th-century wars as outlined in the prescribed content section of the IB syllabus, for example, causes, practices and effects of war.

You should use the book in the following ways:
- To gain more detailed knowledge about a significant event or leader
- To gain insight and understanding of different perspectives (explanations) of an historical event
- Use the exercises to increase your understanding and skills, particularly the skill of analysis when contributing to the formulation of an argument.
- Consider the exam-style questions at the end of each chapter and think how you would apply your knowledge and understanding in an essay in response to the question.

As you work through the book make sure you develop strategies to help you learn, retaining the information and understanding you have acquired. These may be in the form of timelines (where chronology is important), spider diagrams, cue cards and other methods to suit your individual learning style. It is better to consolidate knowledge and understanding as you go along; this will make revision for the examination easier.

What you will be expected to do

There are 12 world history topics and the course requires you to study two of them. You should learn about a range of factors in the prescribed content relevant to each topic area, as shown in this table for Topic 11: Causes and effects of 20th-century wars.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Prescribed content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Causes of war</td>
<td>✷ Economic, ideological, political, territorial and other causes</td>
</tr>
<tr>
<td></td>
<td>✷ Short- and long-term causes</td>
</tr>
<tr>
<td>Practices of war and their impact on the outcome</td>
<td>✷ Types of war: civil wars; wars between states; guerrilla wars</td>
</tr>
<tr>
<td></td>
<td>✷ Technological developments; theatres of war – air, land and sea</td>
</tr>
<tr>
<td></td>
<td>✷ The extent of the mobilization of human and economic resources</td>
</tr>
<tr>
<td></td>
<td>✷ The influence and/or involvement of foreign powers</td>
</tr>
<tr>
<td>Effects of war</td>
<td>✷ The successes and failures of peace making</td>
</tr>
<tr>
<td></td>
<td>✷ Territorial changes</td>
</tr>
<tr>
<td></td>
<td>✷ Political repercussions</td>
</tr>
<tr>
<td></td>
<td>✷ Economic, social and demographic impact; changes in the role and status of women</td>
</tr>
</tbody>
</table>

Make sure you understand all the terms used under the heading “prescribed content” because these terms will be used to structure examination questions. If you have a clear understanding of all these terms, you will get the focus of your answers right and be able to select appropriate examples.

- If you are studying “The causes and effects of 20th-century wars”, an exam question may focus on “political or economic causes”, which is in the prescribed content.
- If you are studying Authoritarian States, you may get a question dealing with the topic “Emergence of authoritarian states”. When the focus is on the “use of force”, this relates to “methods used to establish authoritarian states” in the prescribed content.
• If you are studying the Cold War and the topic area is “Rivalry, mistrust and accord”, you may get a question that focuses on “two Cold war crises each chosen from a different region and their impact on the Cold War”, as stated in the prescribed content.

The Paper 2 examination is an essay-based examination in which you are expected to answer two questions in 90 minutes in two different topic areas. You must choose questions from two different topics. This amounts to 45 minutes per question – not much time for answering what can be rather broad questions on two different subjects. One of the most critical components in succeeding in this examination, therefore, is good time management.

The best ways to improve your essay-writing skills are to read examples of effective, well-structured essays and to practise writing them yourself. In addition to timing, you must understand the skills you need to produce a good answer.

What the exam paper will look like

The will be 24 questions with two questions set for each of the twelve topics. There will be clear headings identifying the topics and the questions will focus on different aspects of the topic as outlined in the prescribed content.

The questions will be “open” questions (with no specific names or events mentioned). This will allow you to apply your knowledge and understanding in response to the question set. Some questions may ask you to refer to events or leaders, “each chosen from a different region”.

Preparing for Paper 2

Make sure you understand what the command terms used in essay questions are asking you to do. The most common command terms are:

• **Compare and contrast**
  Identify similarities and differences relating to a specific factor or event

• **Discuss**
  Review a range of arguments

• **Evaluate**
  Weigh up strengths and limitations. In an essay question this is often expressed as “successes and failures”

• **Examine**
  Consider an argument or assumption and make a judgment as to the validity of either

• **To what extent**
  This usually refers to a quotation or a statement, inviting you to agree or disagree with it
Essay skills

Understanding the focus of a question is vital as this is one of the skills and examiner looks for. There are usually two or three focus words in a question.

The focus words are identified in the examples below:

**Example 1**

Evaluate the **significance of economic factors** in the **rise to power** of one 20th century authoritarian leader.

The question is asking about the **importance** of economic issues and crises in the **rise to power** of an authoritarian leader.

A good answer would be expected to include a range of factors (popularity, threat of force and weakness of existing political system) **not** just economic factors, before making a judgment on the importance of economic factors in the rise to power of the chosen leader.

**Example 2**

The outcome of Civil war is often **decided** by the actions of Foreign powers. To what extent do you agree with this statement with reference to **two civil wars each chosen from different regions**.

The question is asking you to consider whether the end of civil wars is usually decided by foreign powers. Again you should consider a range of factors relevant to your chosen examples. It is quite possible that the statement applies to one of them but not the other.

**Example 3**

Evaluate the **social and economic challenges** facing one newly independent state and how **effectively** they were dealt with.

The question is asking you to do two things – identify social and economic problems and then assess the success and failures of attempts to solve those problems.

The command term tells you what you have to do and the focus words tell you what you have to write about. Make it clear in your answers that you understand both of these and you will show the examiner that “the demands of the question are understood” – a phrase that is used in the markbands for Paper 2.
Common weaknesses in exam answers

Many answers demonstrate knowledge often in great detail; these answers tell the story but make little or no analytical comment about the knowledge shown. This is a narrative answer that will not reach higher markbands.

Other answers often consist of statements which have some focus on the question but with limited or inaccurate factual evidence; what examiners often describe as unsubstantiated assertion.

Here are some frequent comments by examiners on answers:

- lack of detail
- inadequate knowledge
- vague inaccurate generalizations

These types of comments mean that the answers do not contain enough evidence to answer the question or support analysis. This is one of the most common weaknesses in exam answers.

Other comments:

- too much narration
  knowledge is present but there is limited focus on the question

These types of comments mean that the candidates know quite a lot but are not using knowledge to answer the particular question. Answers do not make clear links to the focus of the question.

Writing good essays

Good essays consist of a combination of three elements:

- Question focus
- Accurate and relevant knowledge
- Analysis and comments on the knowledge shown, linking back to the question

A good essay structure will ensure that you don’t miss out key factors, keep your line of argument clear and your focus on the question at all times.

More information on essay skills can be found in the Skills sections throughout this book.