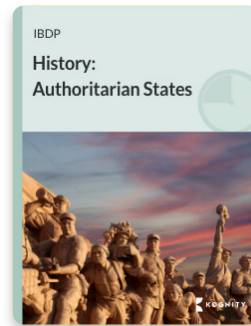


IBDP History

Our IBDP History: Authoritarian states, The Cold War and The Move to Global War subjects support the full DP syllabus for first examination from 2020.



Key Features

IBDP History Authoritarian states

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9 sections
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3 sections
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In addition to the fully syllabus-aligned textbook for The Move to Global War, The Cold War and Authoritarian States, Kognity includes a detailed support guide for the Internal Assessment as well as a fully-equipped practice centre.

Extensive source material is provided throughout all three of Kognity's History subjects, with built-in questions and answers that make it easy for students to deepen their understanding.

Source A

Look at the various components of this propaganda poster and interpret their meaning.



Figure 1. "Long Live the Chinese Communist Party that Chairman Mao Personally Founded", April 1973

Credit: Ili. Brügeman

Source A

Mao wrote the following passage:

Let us ask, has history ever known a long march to equal ours? No, never. The Long March is a manifesto. It has proclaimed to the world that the Red Army is an army of heroes, while the imperialists and their running dogs, Jiang Jieshi and his like, are impotent. ... The Long March is also a seeding machine. In the 11 provinces, it has sown many seeds which will sprout, leaf, blossom and bear fruit, and will yield a harvest in the future.

Question: According to Mao Zedong, what were the two outcomes of the Long March?

» Hide solution

1. It shows the world the strength of the Red Army.
2. The Long March helped to spread Communism throughout China.

This passage shows that the journey was used to spread Communism throughout China. This was very efficient during a time where communication and the communications system were inadequate and poor.

Attention is drawn to the Key Concepts throughout all three of Kognity's History subjects with Concept Boxes, which also make connections to the Big Questions.

Concept

Causality/Causation: When studying history, historians search to explain and understand how events unfold. When studying the causes of the collapse of the Qing dynasty and the rise of an authoritarian state in China, you will have to examine multiple causes: economic, political and social. You may have to decide which of these causes found are more significant than others and make a judgment.

Significance: In this section, you will be asked to explain and understand the role of significant events that occurred between 1911 and 1949, you will have to assess the role of significant people such as Mao Zedong or Jiang Jieshi (Chiang Kai Shek) in their fight for power. You will learn about methods and conditions that led to the rise of an authoritarian state in China, and evaluate how significant these may have been.

As you are reading, consider the various **causes**. Which do you think are the most **significant**? Rank them, and discuss your rationale.

Preparing students for exams is at the core of Kognity's 3 History subjects. Kognity's exam tip boxes are written by examiners and provide practical advice on how to apply the information they are absorbing. Furthermore, exam-style questions can be unlocked by the teacher to further prepare students for success.

Exam tip

The six main [concepts](#) in history are expected to be used when writing your answers to exam questions. Sometimes, the concept is directly mentioned in the question, sometimes it is only suggested.

'Evaluate the methods used by an authoritarian leader to rise to power.'

In this question, no concepts are directly indicated, but the concept of 'significance' is suggested and should be used.

One of the strands of the top band (13–15) of the history rubric reads that a candidate must have 'a clear understanding of the historical concepts'. You will not gain marks for just mentioning a concept however, the concept must be thoughtfully integrated into your answer.