

Paper 3 20-mark essay requirements:

Answers are clearly focused responses, showing a high degree of **awareness of the demands of the question**. Where appropriate, answers may **challenge the question** successfully.

In-depth and accurate historical knowledge is applied consistently and convincingly to support **critical commentary**. *In addition, answers may reveal a high level of **conceptual ability**.*

Events are placed in their **historical context**. There is a clear understanding of historical processes and (where appropriate) comparison and contrast.

There may be evaluation of **different approaches to, and interpretations of, historical issues** and events. This evaluation is integrated effectively into the answer to support and supplement the argument. *In addition, an awareness of the **reasons for circumstances that produced differing and often conflicting historical interpretations** is present.*

Answers are well structured and clearly expressed, using evidence to support relevant, balanced and well-focused arguments. *Synthesis is highly developed, with knowledge and critical commentary fully and effectively integrated.*

++ Paper 2 20-mark essay requirements:

Answers are clearly focused responses, showing a high degree of awareness of the demands of the question. Where appropriate, answers may challenge the question successfully.

Detailed and accurate historical knowledge is applied as evidence and used consistently and effectively to support critical commentary. Events are placed in their historical context and there is a perceptive understanding of historical processes and (where appropriate) comparison and contrast.

There may be evaluation of different approaches to, and interpretations of, historical issues and events. This evaluation is integrated effectively into the answer to support and supplement the argument. Answers are well structured and clearly expressed, using evidence to support relevant, balanced and focused historical arguments.

Useful link:

<https://d3jc3ahdjad7x7.cloudfront.net/GPVNv70hOE2sv6YEK4FZ734E4dsZlqGGiriY2iqWTq5hORAD.pdf>

Commented [1]: Assumptions made by the question? Assumptions made by the command terms in the question? Own argument VS argument in the question

Commented [2]: There must be an argument from start to finish, or a few arguments that are being discussed,

Commented [3]: Explore "Change and Continuity", "Trajectory" or "power" if the question allows.

Commented [4]: - What was happening at the time? Before the event? After the event?
- (Something) happened because (Something) was happening before it that led to it.
- List flow of events

Commented [5]: *contextualize the issue in the introduction paragraph and use the context to justify the argument throughout

Commented [6]: INCLUDE HISTORIAN'S PERSPECTIVES and arguments. *Preferably include these arguments in introduction paragraph so it will be covered in the essay.

Commented [7]: INCLUDE reasons for historical perspective in notes!

Commented [8]: eg. Revisionist and traditionalist arguments. eg. bias towards Mao

The IB Official History HL Guide States:

(Source: <https://springcms.s3.amazonaws.com/2013.scotch.wa.edu.au/upload/pages/ib-diploma-curriculum/history-guide.pdf>)

4. Early modernization and imperial decline in East Asia—mid 19th to the early 20th century This section focuses on developments in China and Japan up to the early 20th century. It examines the largely unsuccessful attempts at modernization and reform in China. The conservative and popular opposition to change was demonstrated by the failures of the Self-Strengthening Movement and the Hundred Days Reform and by the violence of the Boxer Rebellion. In contrast, Japan modernized rapidly and successfully during this period to emerge as a country that challenged the power of the Western nations in Asia.

Topics:

- Tongzhi (T'ung-chih) Restoration and Self-Strengthening Movement (1861-94)
- Impact of defeat in the Sino-Japanese War (1894-5); Guangxu (Kuang-hsu) and the Hundred Days Reform (1898)
- Boxer Rebellion (1900-01); the late Qing (Ch'ing) reforms
- Sun Yixian (Sun Yat-sen) and the 1911 "Double Ten" Nationalist Revolution
- Meiji Restoration (1868) in Japan; the 1889 Constitution
- Social, cultural and economic developments in Meiji Japan
- Commitment to military power; victory in the Sino-Japanese War (1894-5) and in the Russo-Japanese War (1904-5)
- Korean isolation: opening (1876); rebellions; annexation (1910)

6. The Republic of China 1912-49 and the rise of Communism This section deals with the tribulations of the early years of the Chinese Republic from 1912 until the establishment by Jiang Jieshi (Chiang Kai-shek) of his government at Nanjing (Nanking) in 1928; the conflict between the Chinese Communist Party and the Guomindang (Kuomintang) until the Second United Front of 1936; the Japanese invasion of Manchuria, beginning what has become known as the Fifteen-Year War with Japan (1931-45); the Sino-Japanese War of 1937-45; and the civil war between the Guomindang (Kuomintang) and the Communists culminating in the victory of the Communists under Mao Zedong (Mao Tse-tung) in October 1949. Emphasis should be placed on understanding the complexities of governing China, the opposing ideologies of the Nationalists and the Communists and the impact of Japanese aggression upon the domestic struggle for power.

- The 21 Demands (1915); New Culture Movement; the Treaty of Versailles (1919); the May Fourth Movement (1919)
- Yuan Shikai (Yuan Shih-k'ai); warlordism; the Northern Expedition; the Jiangsi (Kiangsi) Soviet; the Long March (1934-5)
- Guomindang, GMD (Kuomintang, KMT): leadership, ideology and policies • Chinese Communist Party (CCP): leadership, ideology and policies
- The First United Front (1924-7); Second United Front (1936-45)
- The Fifteen-Year War (1931-45) between China and Japan
- Chinese Civil War and the Communist victory (1946-9)

10. China: the regional superpower from mid 20th century to 2000 This section deals with the emergence of China as a world power under the rule of the Chinese Communist Party. The process involved great upheavals in China itself as the Communist Party under Chairman Mao Zedong (Mao Tse-tung) imposed its rule and Mao's vision of a socialist state.

A more pragmatic regime since Mao's death has overseen the modernization of China's economy and its emergence as a growing economic power within the global economy. Given its size, population and military strength, it had become the regional superpower by 2000.

- Establishment of the Communist state 1949-1961; the role of Mao
- Transition to socialism; successes and failures in social and economic developments 1949-61
- Great Proletarian Cultural Revolution: causes and effects, political, social and cultural impact
- Foreign affairs 1949-76: Sino-American relations; establishment and breakdown of Sino-Soviet relations/conflicts; China as a global power
- China after Mao: the struggle for power, "Gang of Four" and leadership of Deng Xiaoping (Teng Hsiaop'ing) 1976-97; political and economic developments; Jiang Zemin (Chiang T'se-min)
- China's impact on the region: relations with other states; Hong Kong

END OF SECTION

ESSAY SKEELS

Follow these rules and your life will be desirable...

...DO NOT narrate events or facts and make a conscious effort to look out for this mistake. Instead, every detail in a paragraph should be linked the argument and integrating them together saves space and makes the essay more worthy of marks.

Eg. (Poorer, narrative style) When Sun Yat Sen was born... hence, his father helped him cultivate revolutionary ideals since he was young. It was this revolutionary ideals that made his role significant in leading China.

Eg. (Using facts and arguments) From the three people's principles, it is evident that Sun's ideas were revolutionary at a time where democratic institutions had been ineffectively implemented by a Qing Court reluctant to modernise, thus, showing his key role in introducing a complete revolution in China. Specifically, the ... shows that Sun Yat Sen was the most significant contributor as a leader of the revolution.

++ SO WHAT SO WHAT SO WHAT SO WHAT SO WHAT? - ask and you shall be fine.

...PROVIDE context wherever possible BY fitting every event/fact and argument into a larger chain of events. *MADAM'S RECOMMENDATION*: Before planning the answer write down the key events before it and key events after it to provide a more in-depth discussion of Chinese History and score high marks! ++ Use words eg:

- Contextualised - Turning point - Never before - Change of direction from ___ and to ___ - Given this context -

And weave it with big ideas: Change and Continuity, Power and the quest for it

...COMPLETE THE ENTIRE PARAGRAPH's ARGUMENT in your topic sentence. Topic sentence should be direct and encompass your entire argument for the paragraph INCLUDING counter-argument. Take the topic sentence like the "Thesis for the paragraph." *MADAM's WARNING*: Sometimes IB markers only read your intro and your topic sentences so they should literally be good enough to show for your entire essay!!

Eg. (Bad example) The HDR has political reforms.

Eg. (Good example) The political reforms implemented in the Hundred Day Reforms introduced key institutional reforms crucial for modernisation, although they arguably led to Empress Dowager Cixi's influence being threatened and the untimely end of the reforms.

...NO NEED TO repeat your exact topic sentence at the start and end of the paragraph. It's a history essay, you don't have time, every sentence counts. INSTEAD, show an argument 'string' eg. "I argue that the Boxer Rebellion change the world because <evidence>. Some may argue that the Boxer Rebellion did not change the world because <evidence> /or/ my argument assumes that <detail>. Yet, I am still correct because <evidence> /or/ the argument is still significant in showing <detail>" x3 = Get marks, Get money

...INCLUDE HISTORIAN'S ARGUMENTS IN INTRO! Similar to IA style, state the two differing arguments in the intro and your thesis can be a consensus building statement then your whole essay can explore this debate. That will be the highest way to integrate historian's perspectives into an essay! Eg. Historian Bob thought that Sun Yat Sen was an idiot while James thinks he is a God. Exploring these, this essay will argue that Sun's

leadership of a revolution made his involvement highly significant though he was not the only one.

...

BREAKDOWN:

Tongzhi (T'ung-chih) Restoration and Self-Strengthening Movement (1861-94)

Questions to consider:

> Evaluate the success and failures of the Self-Strengthening Movement in China (1861-1894)

>

Arguments:

> "The SSM can be contextualised in a period of history where Qing dynastic decline was underway... While the intention of modernisation is clear in Qing Court initiatives, it may be argued that the shortcomings in implementations and its effects led to the failure of the movement, contributing to Qing dynastic decline."

Key Evidence and link:

Diplomatic

- Tsungli Yamen established 1861
 - Shows attempts for diplomatic relationship
 - In context, a commendable change from "middle kingdom" mentality into adopting foreign affairs
- Tsungli Yamen duties effectively taken over by Li Hung Chang, Tientsin Commissioner in 1870 who negotiated for Anamese Incident, tensions with France between 1884 and 85, the opening of Korea in the 1880s and the Sino-Japanese war between 1894 and 95.
 - Showing the new attitudes towards diplomatic relations
 - (YET) It may be argued that diplomatic relations were forced onto China given the entrance of Western powers and being forced to accept treaties, even the Treaty of Simonoseki in 1895, which demands the need for a foreign affairs representative. As such, it was not adoption of western ideas [As Hsu agrees], rather a change out of convenience or lack of choice.

Educational