Supported preparation: Causes, triggers and comparison

International Baccalaureate · IB Diploma · History · SL

Scope and prerequisites

IB history first assessment 2017; 2028 course recorded separately. School selects one of five prescribed subjects (both cases), two of twelve world-history topics; HL selects one region with three sections. No selection is silently implied. Future 2028 focused/thematic studies are a different course.

Mapped preparation outcomes: ib_history_sl.2.1, ib_history_sl.2.2. Read the matching native lesson first. Actual approved choices, evidence and final learner work remain separate.

Source vocabulary

causation ; **continuity** .

Explanation and worked method

A cause explains how conditions contribute to an outcome; a trigger helps explain timing. Evaluate relative significance by mechanism and evidence, not simply chronology. Authentic comparisons need the school's selected topics and cases.

Original source / task evidence

Fictional sequence: membership fees rose, attendance declined, and a later meeting approved closure. Did the meeting cause the entire decline?

Separate what is stated from the interpretation.
Causes, triggers and comparison

Fictional sequence: membership fees rose, attendance declined, and a later meeting approved closure. Did the meeting cause the entire decline?

The meeting is a decision associated with closure, while earlier fees may have affected access and attendance. Examine dates, alternatives and evidence for other causes before deciding significance. Compare another case by the same causal question, including differences that limit transfer.

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Independent transfer

Attendance began falling before fees rose. How should the causal argument change?

Attempt independently before reading the model.

Checked original model

The fee rise cannot explain the earlier onset by itself. It may still worsen a later decline. Reconstruct chronology and compare work schedules, alternatives and group patterns, then qualify the relative significance rather than erase the inconvenient evidence.

These are authored formative expectations, not official IB descriptors. Accept other justified arguments with evidence and material limits.

Source and task holds

This supplement teaches the method for this part of the course. The full assessment criteria and any texts your school chooses come from your teacher.

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