**Paper 1 (30% SL, 20% HL)**

**Move to Global War Topic**

Things to consider during your study…

* **Practice** doing the **activities** in the Move to Global war text([Link](https://drive.google.com/open?id=1DUHfrSRrNDRF3XWrCLQkhAAeg7a14IZk)**)** and **time yourself**, there are often keys at the end of the unit for self-assessment – THIS IS THE SHORTEST, MOST EFFICIENT WAY TO REVIEW PAPER 1.
  + Remember suggested time breakdown (5,5,15,15,20)
  + Always save at least 20-25 minutes for the essay!, move on from C/C if time is running short.
* What are some of the major pieces of evidence/analysis that you can include in the essay portion?
* Who are some possible authors of sources you may read? Possible origins, purpose?
* Paper 1 Hint– immediately **write down exact times each section should be complete when you start your exam – bring a watch!**

**How do I write Paper 1? - cliff notes** (pages 4-13 in MTGW Text)[Link](https://drive.google.com/open?id=1DUHfrSRrNDRF3XWrCLQkhAAeg7a14IZk)

* **9a**. – 3 messages, in own words then provide evidence for support, **(5 minutes)**
* **9b -** 2 inferences based on what you see then provide evidence **(5 minutes)**
* **10** - OPCVL - total combination of at least 4 values or limitations that refer to origin, purpose, or content **(10-15 minutes)** 
  + **Values paragraph** – use language such as
    - “Value of origin” - WHO wrote it or WHEN = Why important to historians?
    - “Value of purpose” - WHY (intention, audience) = Why important to historians studying this?
    - “Value of content” - HOW (tone, voice) or WHAT it is being said that maybe important to a historian.
    - Must state at least 2 of the 3
  + **Limitations paragraph** – same as values, but instead use origin, purpose, content to find potential weaknesses or challenges of the source or that a historian should be aware of when studying. Phrases Limitation of origin, Limitation of purpose, limitation of content.
* **11 - Compare/Contrast** – 6 total similarities or differences. For each… **(15 minutes)**
  + Step 1 – find the similarity or difference of what the sources reveal about the topic discussed (phrases – both, each, are similar, are different)
  + Step 2 – state evidence from 1st source, followed by link phrase (in addition, also, furthermore, however, whereas, on the contrary)
  + Step 3 – state evidence from 2nd source.
  + Organization – do 2-4 similarities first, then 2-4 contrast, for a maximum of 6 total needed.
* 12 – **Essay (20-25 minutes)** – organize and focus on answering the question – thesis, claims. Use all four sources to support argument. Cite evidence – “Source C support this…”or simply stating the evidence followed by “(Source C)”. Must Include own knowledge on the subject to reach higher marks.

**Paper 2 (45% SL, 25% HL)**

**Things to consider** during your study (**Auth. States book pages 3-5)** [Link](https://drive.google.com/open?id=1cTXM_QUknc6BKr3mUxtQnDMMgDRoj93W)

* 90 minutes – 2 essays (each must be from a different topic)
* FINISH FIRST WITHIN 45- 50 MINUTES!
* Skip to Questions 19-24 in packet. These are the Authoritarian States, Causes and Effects of 20th-century wars, and Cold War topics.
* Always focus on decisively answering the question, avoid fluff/irrelevant narrative
* Organize! Claims should be argumentative answers to the questions
* Claims should include well chosen(relevant), specific evidence that can be used to support the claim
* Evidence should always be immediately analyzed (why is evidence significant, a cause, a consequence, a change?) Analysis - USE EVIDENCE TO ANSWER THE QUESTION
* When comparing and contrast always, continuously show links (similarities, differences) throughout entire essay. Mention both together as often as possible!
* Be critical, show the challenges, weaknesses of an argument. Every argument has limitations.
* Conclude! What has unified the essay (this should be present in thesis also)? What is present in every argument? What arguments are unique or stand out, why?
* Continually show an awareness that history is not universally agreed upon. Evaluate the views of different schools of thought (orthodox/revisionist, Marxist/capitalist, structuralist/intentionalist), key players, or specific historians. Which views hold up to scrutiny, examination, evidence, hindsight, current consensus? HOW and WHY? This is called evaluation of perspectives.

**Paper 3 (35% HL Only)**

**Things to consider** during your study

* **150 minutes – 3 essays** (unlike paper 2 you **can write 2 of 3 essays from one topic**)
* **FINISH EACH WITHIN 50 MINUTES!** (bring a watch and know when you have to move on)
* Immediately find Section 12 **Great Depression in the Americas**, Section 13 **Second World War**, Section 16 **Cold War** and **highlight these 6 questions**, you will then choose 3 to write on.

Just like Paper 2...

* Always focus on decisively answering the question, avoid fluff/irrelevant narrative
* Organize! Claims should be argumentative answers to the questions
* Claims should include well chosen(relevant), specific evidence that can be used to support the claim
* Evidence should always be immediately analyzed (why is evidence significant, a cause, a consequence, a change?) Analysis - USE EVIDENCE TO ANSWER THE QUESTION
* Be critical, show the challenges, weaknesses of an argument. Every argument has limitations.
* Conclude! What has unified the essay (this should be present in thesis also)? What is present in every argument? What arguments are unique or stand out, why?
* Continually show an awareness that history is not universally agreed upon. Evaluate the views of different schools of thought (orthodox/revisionist, Marxist/capitalist, structuralist/intentionalist), key players, or specific historians. Which views hold up to scrutiny, examination, evidence, hindsight, current consensus? HOW and WHY? This is called evaluation of perspectives.