Percentage of Grade:

* 20 % HL
* 30 % SL

PAPER 1

|  |  |  |  |
| --- | --- | --- | --- |
| **Question 9A/9B**Understand Historical Sources5 Marks | **Question 10**Compare and contrast historical sources as evidence 4 Marks | **Question 11**Explain the importance and limitations of select historical sources 6 Marks  | **Question 12**Evaluate and synthesize evidence from both historical sources and background knowledge. 9 Marks  |

**HOW TO SUCCESFULLY WRITE IB HISTORY PAPER 1**

The content of the **Paper 1 will be focused on ONE of the case studies from the Prescribed Subject 3** described in the IB history subject guide 2017; therefore, it is important that you have sufficient knowledge about both case studies and each bullet point in the syllabus.

**Reading Time - 5 Minutes**

How to approach:

Open the Question Booklet and read the questions. Keep the question booklet open and refer to it when you:

* Read the Source Booklet (4 sources). Consider the origin of each source before reading the content below.
* Make sure you consider the sources in relation to the questions in the Question Booklet.
* When you finish reading the sources, begin to formulate the answer to question 1a in your head.

 Things to remember:

* **You cannot highlight the sources at this point**, but you should be very familiar with them.
* Reading time is exam time. Do not waste any time and start daydreaming

**Question 9A - 5 Minutes**

Reading Comprehension (3 Marks)

* You should have begun considering this question during the reading time.
* The question is worth **three marks (one point for each item identified**), but try to write down four points just in case one of your ideas is wrong.
* You can either quote the source or paraphrase the source in your answer.
* Make sure your answer is focused and succinct.
* Don’t spend too much time on this question. It is common to get lost here.

**Question 9B - 5 Minutes**

Political Cartoon/Photograph Analysis (2 Marks)

* Identify the key figures, symbols and labeling
* After you’ve got your “clues”, be a detective and try to figure out the message of the image**. Identify two messages that are portrayed.**
* Use the key figures, symbols, labeling and caption to justify what you think the message is.
* Again, don’t spend too much time on this question. Response should be focused and succinct.

**Political Cartoon Analysis**

1. Who are the key figures and what are

they doing? What, if any, is the significance

of the way the figures are dressed or what

they are doing

2. Are there any symbols in the cartoon?

What are they? What do they represent?

Why were these symbols chosen?

3. Is there any labeling that is present?

What is the purpose of such labeling?

4. Is the issue treated satirically or seriously?

5. How does the picture relate to the issue/event that the cartoonist is presenting?

6. What is the cartoonist’s point of view?

Where does he or she stand? What

 message is being conveyed?

**Question 11 - 15 Minutes**

Comparison and Contrast (6 Marks)

* Read both sources again and highlight (in a light color) the key ideas in each source
* You may choose to make a few notes on scrap paper that briefly identify the similarities and differences in relation to the question or you may begin to:
* **Write the comparison of both sources (3 similarities) in the first paragraph and then the differences (3 differences) of the sources in the second paragraph.**
* Make sure the C&C are separate.
* **C&C the content of the sources, not the origin or purpose of them.**
* Contrast can be the differences between the two sources but it cannot be when one source mentions something that the other ignores. **Identifying that one source contains something and the other one does not, will not result in any points.**

**Some Final Tips...**

* Don't panic; read the documents. Don't be surprised if the subject is

obscure. You'll learn as you read. You are being assessed on you skill of document analysis. So get in there and analyze.

* Remember that there is no one right

answer on source analysis questions.

* Explanation and support for your answer is what makes it right. Make sure you support your opinion by citing the documents.
* Note the point of view of the author or

speaker in each document. Pay attention to the social status or profession of the author/speaker.

* Note the tone of the writer/speaker.
* Note the date of the documents. Their

status as a primary or secondary source will impact how you interpret and evaluate them.

* Remember that the documents are not

necessarily facts. The documents quite

likely express the opinion or perception of the author/speaker.

* Assume the reader of the exam knows the documents inside and out but cite the documents that you use (e.g. Source C argues…) Do not quote extensively from the documents.
* Concise and exact responses are

much better than long and general ones.

**Question 12 - 20 Minutes**

Mini-Essay (9 Marks)

* Read/skim the sources and highlight (in a dark color) key info related to the question
* Sketch a brief essay outline (2-3 minutes).
* **Brainstorm three arguments** - try to make them balanced so you can use all the sources in your essay. Also, think what information would you include (**own knowledge**).
* **Start your essay with a thesis that has your three arguments built into it.**
* Make sure you use both the sources (**you have to use all of the sources) and your own knowledge**
* You don’t need an intro or conclusion.
* If you have left yourself short on time, abandon the essay and use a “laundry list” approach. Connect each source to the question. Include your own knowledge where appropriate.

**Question 10 - 15 Minutes**

Evaluation of Sources (**OPCVL**) (6 Marks)

* Read the source again, paying particular attention to the italicized origin of the source.
* Highlight (in a light color) any key information in the origin or content of the source.
* Write a structured response (e.g. Origin - The origin of Source C is...).
* **Make sure to explicitly refer to origin, purpose, value, and limitation.**
* **Origin** - if a primary source has been reprinted in another source, look at the original source, not where/when it was reprinted.
* **Purpose** - give the purpose of the source, not the excerpt.
* **Value and limitations** - use the information you have on the origin and purpose to evaluate the value and limitation of the source. **Write 2-3 points for the value and 2-3 points of limitation.**
* Avoid using the word “bias” without stating what kind of bias it is and providing justification from the source.

**Common Limitations of Sources**

* Subjective (Emotionally Laden)
* Evidence: Language, Tone, Style
* Public vs. Private
* Proximity to Event
* Selective use of information
* Political Bias
* Historian - National/Social Influence/Bias
* General texts lack depth/detail
* Language Issues (access to foreign

 documents/translation)

* Soviet Secrecy & Manipulation of Statistics
* Lack of access to Communist Archives (pre-1991 USSR)
* Face Saving Propaganda
* Exaggeration (Motivation for?)