

THE PAPER 1 BIBLE

H O W T O S U C C E S S F U L L Y
W R I T E A P A P E R 1

Question 1A/1B <i>Understand historical sources</i> 5 Marks 10 Minutes	Question 2 <i>Evaluate the value and limitations of a historical source</i> 4 Marks 10 Minutes	Question 3 <i>Compare and contrast historical sources as evidence</i> 6 Marks 15 Minutes	Question 4 <i>Evaluate and synthesize evidence from both historical sources and background knowledge</i> 9 Marks 25 Minutes
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The content of the Paper 1 will be focused on one of the two case studies from the 2017 History Course Guide. Four sources will be used and will be a mixture of primary and secondary. Students must answer all four questions. Some questions will be answered using only evidence from one or more of the sources. In question 4, students will be asked to use their own knowledge of the case studies as well as evidence contained in the sources.

% OF GRADE

HL	SL
20	30

Reading Time - 5 Minutes

How to approach:

1. Open the Examination Booklet. Skip the sources and go straight for the questions. Read them.
2. Turn to the sources. Consider the *origin* of each source before reading its content. Consider the content of the source in relation to the questions.
3. When you finish reading the sources, begin to formulate the answer to question 1A in your head.
4. Once reading time concludes, number the sources in the order in which they were created/produced.

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 1A - 5 Minutes

Reading Comprehension (3 Marks)

How to approach:

- You should have begun considering this question during the reading time.
- Read the source and **underline** the relevant material in pen.
- The question is worth three marks, but try to write down four ideas.
- Paraphrasing may be preferable to quoting as it can be accomplished in fewer words.
- Your response may either be in prose or bullet points.
- Begin the question, "According to Source ____."

Things to remember:

- Make sure your answer is focused and succinct.
- Don't spend too much time on this question. It is common to get lost here.
- Reword the answer in your own words; don't quote extensively.



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Question 1B - 5 Minutes

Political Cartoon/Photograph Analysis (2 Marks)

How to approach:

- Before you try to answer what the cartoon means, deconstruct the cartoon.
 - Identify the symbols, labels, and key figures
- After you've got your "clues", be a detective and try to figure out the message of the image. Is it satirical? a criticism? supportive? a warning? Include this in your explanation of the meaning.
- To explain the meaning of the cartoon, describe the message conveyed and **explicitly link** it to the key figures, symbols, labeling and caption shown. You may need to link the actor to his/her country and can do so using parentheses (ex. "The cartoon shows Chamberlain (UK), Mussolini (Italy), and Hitler (Germany)...")
- Structure your response in three paragraphs and begin with a topic sentence like, "One of the main messages of the cartoon is that..." Then support with evidence from the source. Don't describe the source and then state the meaning at the very end.
- The question is worth two marks, but try to write down three ideas.

Things to remember:

- Again, don't spend too much time on this question. Response should be focused and succinct.



**KEEP
CALM
AND HAVE A
GROWTH
MINDSET**

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?



*Hey, it could be worse,
at least it's not a Paper 2...*

Question 2 - 10 Minutes

Evaluation of Sources (OPC-VL) (4 Marks)

How to approach:

- Read source again, paying particular attention to the italicized origin of the source. **Underline** important information.
- Write a structured, explicit response with one paragraph for the value of the source and one for its limitations. (e.g. One of the values of Source C for a historian studying _____ is...).
- Evaluation of the value and limitation should be linked to the origin and purpose of the source as well as the source's content. (e.g. The content of the source reveals one of its limitations, namely that...)
- In each paragraph, write two to three ideas related for the value and limitation of the source.

Things to remember:

- Refer **explicitly** to origin, purpose, content, value, and limitation.
- Purpose relates to the purpose of the **source**, not the excerpt.
- 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 (too close? hindsight?)
- Selective use of information
- Political bias / source's credibility
- Historian - nation/class/political bias
- Language issues (access to foreign documents/translation)
- Lack of access to national archives
- Face saving / personal gain
- Propaganda
- Exaggeration (motivation for?)
- Scope of source (chronological / thematic / regional)
 - too broad/narrow
- Secondary source published decades ago

Question 3 - 15 Minutes*Comparison and Contrast (6 Marks)***How to approach:**

- Read both sources again and **underline** the key ideas in each source *that relate to the question*.
- On a scrap piece of paper, use a t-chart to briefly identify the similarities and differences *in relation to the question*.
- Write the comparison of both sources in the first paragraph and the differences of the sources in the second paragraph.
- Use terms that clearly link the similarities (*relatedly, both, similarly, the sources agree, etc.*) and differences (*on the other hand, while, but, however, etc.*) between the sources.
- In looking for similarities and differences consider the sources' TASTE:
 - Tone (optimistic/pessimistic)
 - Actors (individuals and organizations named)
 - Scope (chronology or countries considered)
 - Themes (cultural, economic political, social, technological, territorial)
 - Events
- If you are short of ideas you can fall back on "x mentions ____, but y doesn't," but you won't score as well as you do with a C&C that links material in both sources.
- The ideal structure is a two-sentence approach, with a handful of these two-sentence pairs making up each paragraph. The first paragraph demonstrates the similarity or difference (ex. "Both source B and D refer to the escalation of tension between Germany and the UK in the summer of 1939."), while the second sentence provides the evidence (ex. Source B refers to the "vast increase" in British arms expenditures during the summer, while Source D acknowledges that in Hitler's eyes, "the time for war" had arrived.")

Things to remember:

- Make sure the C&C are **separate**.
- C&C the **content** of the sources, not the origin or purpose of them.
- Don't bullet pointing your response.
- Contrast can be the differences between the two sources or when one source mentions something that the other ignores.

Question 4 - 25 Minutes*Mini-Essay (9 Marks)***How to approach:**

- Read/skim the sources and **highlight** key info related to the question
- Sketchy a brief essay outline (3-5 minutes).
 - Imagine it was a P2: what information would you include (own knowledge)?
 - Brainstorm two or three arguments - try to make them balanced so you can use all the sources in your essay as well as your own knowledge.
- An intro isn't needed, but you do need a thesis, which should use the language of the question and contain the key arguments you will address in each paragraph.
- Write your essay. Refer to your outline while you write.
- Use topic sentences that express your argument. Evidence from the sources should not be in the first sentence of any paragraph.

Things to remember:

- Make sure you use the sources (try to use all) **and** your own knowledge
- You don't *need* a long introduction or any conclusion.
- If you have left yourself short on time (gar!!!), abandon the essay and use a "laundry list" approach. Connect each source to the question. Include your own knowledge where appropriate. This approach will not allow you to access the top mark band!

Some Final Tips...

1. **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 your skill of document analysis. So get in there and analyze.
2. Make sure you **understand the question**.
3. Be sure to answer your question based on the source in the prompt. **Don't mix your sources up**.
4. 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.
5. 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.
6. Note the **tone** of the writer/speaker.
7. Note the **date** of the documents. Their status as a primary or secondary source will impact how you interpret and evaluate them.
8. Remember that the **documents are not necessarily facts**. The documents quite likely express the opinion or perception of the author/speaker.
10. 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.
11. **Concise and exact responses** are much better than long and general ones. (Eg. "The first reason given by the source..." (1A); "The second message conveyed by the source..." (1B))
12. Place a **watch** or **clock** on your desk.