

SECTION A

Breakdown of the key components of the assessment criteria

"Clear statement of an appropriate question for the investigation"

- You must ensure that the question you have generated is clear, concise and is contestable.
- In the first paragraph of your Section 1, you need to provide the context of your investigation, and then directly state your research question, in its full form, and make it stand out.

"Identification of sources, and explanation of the relevance of the sources to the investigation."

- From the sources you are using for your investigation, you will need to select two to evaluate.
- It is advisable that when making this selection, you ensure there is at least one point of difference between the selected sources. For example, you would not select two photos to evaluate, as their limitations and uses may be similar. Likewise, choosing to evaluate two Marxist historical perspectives would not be as effective as one Marxist and one Revisionist viewpoint, or a contemporary source and a cross - referenced source written some years after the event. Selection of the appropriate sources is critical to scoring well against this criterion. See the advice below for further guidance.
- You will also need to ensure that you are providing, in 1 or 2 sentences only, an explanation of the relevance of each chosen source to your investigation. For example, if you select a piece of propaganda as one of your sources, you **MUST** explain how that source plays a part in your investigation. What does it provide that adds to your argument?

"Analysis and evaluation of two sources with discussion of the value and limitations of them, with reference to the origins, purpose and content."

- The expectation is that, for each source, you provide a distinct, clearly identified paragraph, that identifies the origin, purpose, value and limitations of that particular document, while making references to the content or message of the source.
- Each source will need to be addressed separately, and identifying it specifically as a subheading or italicising it is recommended.
- This element is exactly the same as the requirements for the OPCVL question in Paper 1, so the skills required are transferable.
- Here is a template with generic OPCVL questions.

You will need to clearly and specifically identify the **origin** of the documents. State the name of the author(s), and also it is recommended that you outline the provenance, by exploring the context within which the source was created and looking at the background and expertise or involvement of the author. Be specific, and try to use the word 'origin' clearly - you may wish to make it bold print.

Another requirement is that you explore the **purpose** of the sources.

Why was it created? What is it designed to do? So, for example, a newspaper article is written for the general public, and its purpose is to provide a perspective regarding an event or set of events. A table of statistics is designed to present a set of data regarding a certain topic. Be specific, and try to use the word 'purpose' clearly - you may wish to make it bold print.

It is important that you address the **content** of the source, as this is a new element of the IB History programme. So, you will need to provide an overview or summary of the message of the source. Be specific, and try to use the word 'content' clearly - you may wish to make it bold print.

You will also need to discuss the **value** of your selected sources. In other words, you will need to clearly and explicitly evaluate the usefulness of the selected document for historians in general. For example, a newspaper article has the value of providing the perspective of either the reporter, or the paper they were writing for. This would give some insight into how sections of society viewed the events being described. A table of statistics provides specific data that may provide an insight into the aspect the data reflects. Be specific, and ensure you use the word 'value' clearly - you may wish to make it bold print.

The final expectation for Section 1 is to evaluate the **limitations** of your chosen documents. So, you must clearly and specifically outline the issues about these sources that weaken their ability to provide credible support for the debate being presented. If you look at the example of a newspaper again, they are likely to reflect an editorial bias, and, as newspapers are designed to be sold to readers, there is an economic imperative that may influence its value. Likewise, statistical data can be politically motivated, which influences its usefulness, and also can be manipulated - a political poll taken in a working class area is more likely to reflect support for parties that champion their rights, and may not be representative of the entire population.

Advice on choosing sources

One of the challenges of this section is to choose two sources from your investigation which target the criterion. The keywords are *'the student has identified and selected appropriate and relevant sources'*.

- One way to think about this is to consider which two sources you have used most in your investigation. However, you may have relied on these two sources just because they helped you understand the topic best. These two sources may be quite similar in what they offered and thus you may be wise to consider just one of these and search for a more appropriate contrasting source.
- Another way is to consider which two sources are central to the contention of your question, or that contribute most to the debate. This begins to target the appropriate part of the criterion.
- Some sample responses indicated that a primary and secondary source are chosen in order to highlight differences in perspective on the topic. This can be helpful when you go to discuss the value and limitations of the sources for the investigation.
- It might be wise to evaluate a few of your sources before you settle on the two that will appear in this section.
- Much of your choice will hinge on the question you have chosen...remember to aim for a relatively narrow scope to your question.

Checklist for a successful Section 1, based on the assessment criteria:

1. You have selected an appropriate question which can be dealt with within the 2200 word limit.
2. You have stated your question clearly. (Verbatim is best)
3. You have identified and selected appropriate and relevant sources to analyze.
4. You have clearly explained the relevance of these two sources to your investigation.
5. You have included a detailed analysis and evaluation of two sources with explicit discussion of the value and limitations of two of the sources for the investigation, with reference to the origins, purpose and content of the two sources.

ORIGIN

OPCVL

Primary source

Secondary

Questions to consider:

- Who created it?
- Who is the author?
- When was it created?
- When/where / who published it?
- Is there anything we know about the author that is pertinent to our evaluation?

PURPOSE

Questions to consider:

- Why does this document exist?
- Who is the target audience and how can I tell?
- Why did the author choose this format?
- What does the document “say”?
- Can it tell you more than is on the surface?

Remember: one-sided sources help us understand people’s views

CONTENT/*Context*

Questions to consider:

- When does this take place?
- Who is involved? People, Leaders, Nations
- Where is this?
- What impact/significance does this have and on who or what?
- Why did this take place/happen?

VALUE

Questions to consider:

- What can you tell about the author from this piece?
- What can you tell about the time period?
- Under what circumstances was this piece created and how does this piece reflect those circumstances
- Does the author represent a particular ‘side’ of a controversy or event?
- What can we tell about the author’s perspectives from the piece?

LIMITATIONS

Questions to consider:

- What part of the story can we NOT tell from this document?
- How could we verify the content of the piece?
- Does this piece inaccurately reflect anything about the time period?
- What does the author leave out and why does he/she leave it out (if you know)?
- What is purposely not addressed?

The origin of the source is....the purpose is....the context includes....the values of the origin and purpose are.....the limitations of the origins and purpose are.....