IB European History

Mrs. Barnes

Paper 1—DBQ Skills

The topic for our chosen route for Paper 1 is “Move to Global War.” There are two prescribed subjects to master in preparation for the paper.  At LHS we will study the prescribed subject of “German and Italian Expansion 1933-1939” during the junior year and then “Japanese Expansion in East Asia 1931-1941” in the senior year.

On exam day, all questions from all possible topics will be presented. You must look for questions 9-12 and only answer questions 9-12! The DBQ is organized around four (4) documents and four (4) questions. Three will be “print” sources and one be a “non-print” source like a photograph or political cartoon. IB uses high quality sources – no tricks or bad documents.  There will be a mix of primary and secondary sources. The DBQ takes sixty (60) minutes. You will have 5 minutes at the beginning to simply read through the sources. Paper One counts for 20% of your overall grade in HL History for IB.

Paper 1 in the IB History Exam is a DBQ.  In Paper 1 you will:

9 a and b         **Interpret and analyze** information from a variety of sources

10           **Evaluate** sources for their value and limitations

11      **Compare and contrast** information between sources

12          **Synthesize** evidence from the sources with your own detailed knowledge of the topic

\*In ALL questions, **prove** everything you write with **specific examples from the source**

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| **Question** | **Time** | **Marks** |
| **9 A and B** | **5 minutes** | **5** |
| **10** | **10 minutes** | **4** |
| **11** | **15 minutes** | **6** |
| **12** | **30 minutes** | **9** |

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**Question 10**

The task for question 10 is to analyze one of the four sources carefully and then write it about its *values* and *limitations* **(for a historian studying the subject)** through the lens of its *origins*, *purpose*, and *content*.  Question 10 is worth 4 marks and should be structured in two paragraphs: one for values, and one for limitations.  It should take ten minutes total.  Though it counts for only 4 marks of the 24 total marks, Question 10 requires sophisticated thinking and understanding of specific documents and their usefulness.

Question 10 will be phrased something close to “With reference to its origin, purpose and content, analyze the value and limitations of Source \_\_\_ for a historian studying the \_\_\_\_ (year) [4 marks].”  A simple strategy is to make a two column chart with values in one column and limitations in the other; then label the side of the chart with origins, purpose, and content.

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|  | **Paragraph One: Values** | **Paragraph Two: Limitations** |
| **Origins** |  |  |
| **Purposes** |  |  |
| **Content** |  |  |

**Here are a few hints of *what* *to do.***

**Origins: Ask yourself,**

Who created it?

Who is the author?   Expertise?

When was it created? What is the world context at that time?

When was it published?

Where was it published?

What is the world context at that place?

Who is publishing it?

Is there anything we know about the author that is pertinent to our evaluation of the source?

**Purpose(s):**

To demonstrate…

To mock…

To disguise…

To demonize…

To encourage…

To engage…

To inform…

To describe…

To motivate…

To teach…

To record…

To document…

To attack…

To show …

To explain…

To persuade…

To change…

To question…

To report…

To establish…

To criticize…

**Content:** - What is the information?

- How does it help or hurt a historian studying the subject of \_\_\_\_?

It is important to remember that the main task for Question 10 is to show an understanding of *types* of documents.  While analyzing values and limitations, you are not only evaluating the information within the source itself but where it came from and what it was designed to do. In this case, you should be focused on the “background” of the source *and* its actual content.  How is the document useful?  What are its limits of usefulness?

**Values:**  When considering values you are assessing the value of the source from the point of view of a historian studying the topic area.  You want to ask yourself, “Why would I want to have this source as a historian and what are the historical values of the source?”  You might want to address the issue of point of view, for example authorship, gender, social class, motivation, religious persuasion, political affiliation, age, primary source or a secondary source.  Remember you are analyzing the source, not the history.  For this you need three to four very

thoughtful analytical sentences. Most sources will be excerpts, so consider that in your response. Do not let this narrow your focus.

**Limitations:** When considering limitations, you are assessing the limitation of the entire source, not just the excerpt.  It is not appropriate to say that a limitation of the source is that “it is an excerpt and therefore it is limited.” Clearly the sources have to be excerpted. The limitation itself has to derive from the origin, the purpose(s), and the sources content. In this part of the question you are assessing the limitation of the source from the point of view of a historian studying the topic area.  You want to ask yourself, “What are the limitations of this source for a historian?” You need to address the issue of point of view, for example authorship, gender, social class, motivation, religious persuasion, political affiliation, age, primary source or a secondary source.  Remember you are analyzing the source, not the history.  For this you need three to four very thoughtful analytical sentences.

Below is a table to give you a brief idea of the kinds of **values** and **limitations** connected with specific types of sources.

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| --- | --- | --- |
| Source: | Values: | Limitations: |
| Private Letters and Diaries | Can offer insight into personal views or opinions.  Can indicate effects of an event or era on an individual.  Can suggest motives for public actions and opinions. | Only gives an individual opinion, not a general view or government perspective.  Writer may change opinion due to later events, may give a view not held in public.  Motive might be to persuade audience (in case of a letter) to act in a certain way. |
| Memoirs  (usually by a famous person in old age reflecting on past events of life) | Can offer insight into personal views, suggest motives for public actions and might benefit from hindsight—an evaluation of events after the period.  Might show how the individual wants his/her motive and actions to be viewed by the public. | Writer may revise opinions with the benefit of hindsight (perhaps consequences are now known).  Writer might want to highlight the strengths of his or her actions—to improve his or her public image or legacy. |
| Newspapers, Television and Radio Reports, | Can give publicly held views or popular opinion.  Might offer an expert’s view. | Could be politically influenced or could be censored by specific governments or regimes. |
| Eyewitness Accounts | Can give insight into contemporary opinion.  Can provide indications of the nature of a society and on specific aspects of its culture.  Can provide a daily record of accounts or events. | Consider the ownership of the publisher.  Might only give an overview of the situation.  Might only give a one-sided, narrow perspective.  Might emphasize only a minor part of an issue.  (NOTE: Eyewitness accounts are not useful just because they are at an event; each eyewitness will notice difference aspects and may miss key points all together.) |
| Novels, Poems | Could inform contemporary opinion.  Might offer insight into emotional responses and motives. | Could be a “dissenting” voice (that is, not a popular opinion and therefore could be misleading).  Could exaggerate the importance of an event or individual.  Could have a political or social agenda.  Are fiction and therefore have a purpose of “to entertain” or something other than reporting actual history. |
| Statistics | Can offer insights regarding trends e.g. into economic growth and decline.  Can provide raw data (provided they are reliable).  Might suggest correlations between indicators, for example unemployment and voting patterns.  Makes analysis of results over time easier.  Make comparisons easier. | The purpose of gathering particular statistics needs considering—could be political, economic, or deliberately distorted.  Can be manipulated by governments to serve a particular purpose.  Could relate only to one location or time period.  Might only represent a limited sample.  Margins of error exist; is it a reputable fact-finding organization?  Correlations might be wrong—there could be another causal factor not shown in the statistics. |

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| Photographs | Can give a sense of a specific scene or event.  Can offer insight into immediate response to or impact of an event on particular people or a place.  Might offer information on the environment.  Can show aspects of culture (i.e. dress).  Can reflect attitudes and/or trends of the time. | Cannot see beyond the ‘lens’.  The limited view might distort the ‘bigger’ picture.  Might be staged.  The purpose of the photographer is key; what did he or she want to show?  Is there a “bleed” factor? (think: shock value)  Is the photographer independent or affiliated? |
| Cartoons and Paintings | Can inform public opinion—cartoonists often respond to commonly held views.  When governments or regimes censor the press, can be used to portray the government’s line. | Could be censored so as to not display public opinion.  Cartoons often play on stereotypes and exaggeration.  Could be limited to the viewpoint and experience of cartoonist or artist (or the newspaper or periodical the artwork appears in).  Artist purpose is not generally concerned with providing a factual account of an event or circumstance, but rather producing a work with a creative value which may or may not express one’s own opinions, beliefs, and values. |
| Government Records, Documents, Speeches, Memoranda | Might show the government’s position or stance on an issue.  Statement of Intent.  Statement of official policy.  Can offer insight into reasons for decisions.  Might reveal motives for policies.  Can show what the public is told about an event or issue by government.  Might be a well-informed analysis. | Often do not offer insight into results of policies and decisions.  Might not reveal dissent or divergent opinions.  Might not show public opinion (Consider rephrasing something like this to: “Only shows the intentions of the government”).  Very sensitive information can be classified for many years.  May not explain motives for a decision or political purpose.  Might be Propaganda or an exaggeration. |
| Historians  (usually secondary sources written years later) | May have access to a variety of documents when relevant classified documents become available (think: the opening of Soviet archives after the fall of the Soviet Union). | Might have a broad focus to their work or might have a very specific and narrow focus to their work.  Might be an expert in another region or era.  May be influenced by their experience, politics, or context. |

**Here are a few hints of *what* *not to do!***

* When evaluating a source, it is not more or less useful just because it is primary or secondary; stay away from glaring generalities.
* IB HATES the word “bias”—do not use it; it is general, it is vague, and it is too obvious. It may be appropriate to address particular political slanting within a source, but never use the word bias.
* Translation should never be used as a limitation; nearly every source in European history is translated.
* Do not focus on omissions; you will always receive short excerpts in the documents, but this does not make them limited as a source
* Also, do not limit a sourced based on what it is *not supposed to do*.  For example, the British Prime Minister should *not give the Russian perspective …* so this is not a thoughtful limitation.
* When discussing values and limitations, be specific to the source at hand. If your value or limitation is so vague and nondescript that it can be applied to any other source, it does not work.

**Example from IB:**

Source A Extract from the Three Powers Pact (Tripartite Pact) between Germany, Italy and Japan, Berlin, 27 September 1940 (http://avalon.law.yale.edu/wwii/triparti.asp)

The governments of Germany, Italy and Japan have agreed as follows: ARTICLE ONE: Japan recognizes and respects the leadership of Germany and Italy in establishment of a new order in Europe. ARTICLE TWO: Germany and Italy recognize and respect the leadership of Japan in the establishment of a new order in greater East Asia. ARTICLE THREE: Germany, Italy and Japan agree to co-operate in their efforts. They further agree to assist one another with all political, economic and military means when one of the three contracting powers is attacked by a power at present not involved in the European war or in the Chinese-Japanese conflict.

Question 10. With reference to its origin, purpose and content, analyze the value and limitations of Source A for historians studying the Three Power Pact (September 1940) [4 marks]

Example Response.  *Source A is an extract from the Tripartite Pact itself and therefore has value for historians because it provides an official record of the specific terms of the pact. The source is from 1940, so as an authentic document from the early stages of World War Two this source also has value in showing how the Axis Powers strengthened their ties at this time, helping historians to understand the relationship between Italy, Germany and Japan during this period.*

*Because Source A gives an official version of the policies and relationships of the countries involved, it provides value to historians.*

*However, the source is a public document and a public declaration of cooperation and strength so it has the limitation that it may be a piece of propaganda intended to intimidate other countries such as the United States, who were not involved in the war yet at this point in 1940 when the source was written. In this way, the source may reflect the public message that Japan, Italy and Germany wanted to send out, rather than reflecting the actual relationship between the three countries. This source also has the limitation for the historian that some of the terminology is quite vague and is not defined, as seen for example in the reference to the establishment of a “new order”.*

Notes for Understanding: