IB European History

Mrs. Barnes

Paper 1—DBQ Skills

**Question 12**

Question 12 is a “mini-essay.”  It will take 30 minutes to write.  Like the compare and contrast task in Question 11, the mini-essay in Question 12 is graded holistically using a markband, so the quality of your answer will determine your score.   In Question 12 it is critical to read and understand the question.  You must directly use all four sources *as evidence*.  Cite them with a simple reference system (Source A) or just refer to them as you write ..  “in Source A … “   In addition to all four sources, you must include your own knowledge in your answer.  Therefore, it is important that you prepare yourself for this type of question by knowing and understanding the history of the prescribed subject (Collective Security system, Japanese, Italian, and German foreign diplomacy in the 1930s).

Like in all of the other essays, you must know specificity including dates and use them appropriately as evidence!  To reach the upper mark bands of the rubric you must also use all four sources as “effective evidence.”  Under no circumstances should you just list the four sources.  You must also integrate the source material and your own specific knowledge into an argument in a “synthesis.”  So the key aspects on the mini-essay markband are (1) synthesis (achieved by a sustained and supported thesis that directly responds to the prompt); (2) using the sources as effective evidence; and (3) using your own knowledge as effective evidence.

Like all essays, you must plan your essay before you begin.    This should be done in about five minutes and could be in the form of short bullet points, or a t-chart.

Like all essays, it is very important to have a clear thesis that directly answers the prompt. It is best to have an introduction “paragraph” that is no more than 2-3 sentences, including a thesis.  Also, like in all essays, use topic sentences and evidence paragraphs. The prompt will drive the number and structure of evidence paragraphs.  Always write in GPA format but simply use some of your evidence from the content of the documents and some of your evidence from own knowledge.  You will probably need to limit your analysis some (no GPAAA) due to time limitations.  Stay focused on your thesis.   You must include a conclusion, but it can be quick and simple.

**Multi-Paragraph Essay Prompts: Analyze, Discuss, Evaluate and Examine**

**Organized Thematically (Political/Economic/Military/Foreign Policy/Social etc…)**

**Analyze:** Break down in order to bring out the essential elements or structure.

You need to argue or examine in detail perspectives or developments (Themes!)  In the analysis, indicate relevant interrelationships between key variables, and relevant assumptions involved, and include a critical view of the significance of the account as presented.  Stay focused on the task of the prompt.

**Discuss:** Offer a considered and balanced review that includes a range of arguments, factors, or hypotheses.  Your own opinions and conclusions should be presented clearly and supported by appropriate evidence (sources *and* own knowledge).   Discuss all parts of the prompt.

**Evaluate:** Make an appraisal by weighing the strengths and limitations.

In your essay make a judgment of the argument or concept under investigation or discussion. Weigh the evidence available and identify and discuss the convincing aspects of the argument, as well as its limitations and implications.  (OPVL Skills!  Well… the V and L at the very least!)

**Examine:** Consider an argument or concept in a way that uncovers the assumptions and interrelations of the issue.

Investigate an argument or concept and present your own analysis. Approach the question critically and in detail to uncover the assumptions and interrelationships of the issue.

**To what extent:**  Consider the merits or otherwise of an argument or concept.

Opinions and conclusions should be presented clearly with appropriate evidence and sound argument. ﻿ Choose a side. Be persuasive. Only use ‘moderate extent’ when you are truly conflicted.  DEATH to thoughtless ‘moderate extent’ papers!!!!

**Examples of Ways to Organize**

**Evaluate, Examine, Discuss and Analyze Prompts**

**Thematic: Diplomatic, Social, Economic, Political etc.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Paragraph One: Theme 1** | **Paragraph Two: Theme 2** | **\*Paragraph Three: Theme 3** |
| **Sources** | I and L | J | K |
| **Own Knowledge** |  |  |  |

**\*time permitting**

**To What Extent Prompt**

|  |  |  |
| --- | --- | --- |
|  | **Paragraph One: Agrees With Statement** | **Paragraph Two: Disagrees With Statement** |
| **Sources** | I and K | J and L |
| **Own Knowledge** |  |  |

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

* Answer the damn question!!!!
* Integrate sources material and own knowledge into argument and analyze/explain different interpretations (Historiography) This can be done in several ways!
	+ Evaluate the perspective of the given source. (Origin! Purpose! Values! Limitations!)

Ex: Source D argues that Soviet Aid and Communist propaganda seriously undermined the Nationalist effort, however, it was written by Chang Kai-shek the Nationalist leader of the GMD in 1956 seven years after the Civil War so it is likely lacking in objectivity and possibly re-interpreting events through the eyes of an embittered exile in Taiwan by 1956.

* + Evaluate the perspective of an outside historian who backs up the point you are making! (This counts as outside info and source evaluation!)

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

* Do not use the sources in order
* Do not *only* use a source in your introduction as a hook because sources must be used effectively as evidence to support your argument.

|  |  |
| --- | --- |
| **Marks**  | **Level Descriptor** |
| **7-9** | The response is **focused** on the question. **Clear references** are made to the sources, and these references are **used effectively** as evidence to support the analysis. Accurate and relevant **own knowledge** is demonstrated. There is **effective synthesis** of own knowledge and source material. |
| **4-6** | The response is **generally focused** on the question. **References** are made to the sources, and these references are **used** as evidence to support the analysis. Where **own knowledge** is demonstrated, this lacks relevance or accuracy. There is **little or no attempt to synthesize** own knowledge and source material. |
| **1-3** | The response **lacks focus** on the question. **References** to the sources are made, but at this level these references are likely to consist of descriptions of the content of the sources **rather than the sources being used** as evidence to support the analysis. **No own knowledge** is demonstrated or, where it is demonstrated, it is inaccurate or irrelevant. |
| **0** | The response does not reach a standard described by the descriptors below. |