

THE PAPER 1 BIBLE

Question 1 <i>Knowledge and understanding</i> 3 Marks 5 Minutes	Question 2 <i>Application of knowledge to the context of the sources</i> 4 Marks 15 Minutes	Question 3 <i>Compare and/or contrast sources</i> 8 Marks 20 Minutes	Question 4 <i>Evaluate and synthesize evidence from sources and own knowledge</i> 10 Marks 35 Minutes
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HOW TO SUCCESSFULLY WRITE A GLOPO PAPER 1

Four Units

Power, Sovereignty and Int'l Relations
Human Rights
Development
Peace and Conflict

The content of the Paper 1 will be focused on one of the four units from the Global Politics course. You will be asked questions in relation to four sources. You must answer all four questions. Some questions will be answered using only evidence from one or more of the sources. In questions 2 and 4, you will be asked to use your own knowledge in your response.

% 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 1 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 1 - 5 Minutes

Knowledge and understanding (3 Marks)

How to approach:

- You should have begun considering this question during the reading time. Begin the question, "According to Source ____..."
- Your response may either be in prose or bullet points, though prose is preferable.
- The question is worth three marks, but try to write down four ideas. Each idea should have its own paragraph with some small support provided for the claim.
- Paraphrasing may be preferable to quoting as it can be accomplished in fewer words.

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 2 - 15 Minutes

Application of knowledge (4 Marks)

How to approach:

- Read source again. **Underline** important information that is relevant to the question.
- Consider what knowledge you already have that relates to the question.
- Write a structured, explicit response.
- Identify and develop two ideas related to the question. Structure each idea in its own paragraph. Spend a few sentences developing and supporting your idea. The May 2017 Subject Report recommends to structure the first “paragraph for evidence based from the source and a further paragraph with evidence from [your] own knowledge.”

Things to remember:

- Explicitly use the language of the question in your response.
- You should use both your own knowledge and the source to answer the question.
- You get one point for identify a relevant idea and one point for developing support for that idea.



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

Question 3 - 20 Minutes

Comparison and/or Contrast (8 Marks)

How to approach:

- The question may ask you to compare, contrast, or compare and contrast. Read the question carefully and don't misinterpret what is expected of you. If you are asked to either compare **or** contrast, you will need to identify four clear ideas. If you are asked to compare **and** contrast you should identify two ideas for each.
- 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, remember the acronym PALE TOT:
 - **P**urpose of the source
 - **A**ctors (individuals, organizations, countries named)
 - **L**evel of analysis (global, int'l, regional, national, local, community)
 - **E**vents
 - **T**one (optimistic/pessimistic)
 - **O**rigin of the source (where does it come from?)
 - **T**hemes (economic, political, social, cultural)
- 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 difficulties facing less developed countries securing credit.”), while the second sentence provides the evidence (ex. Source B refers to the “uphill battle” that Sub-Saharan African countries have to go through, while Source D acknowledges that in Wall Street has its “doors closed” to Asia's least developed countries.”)



Things to remember:

- Make sure the C&C are **separate**.
- Be sure be **certain** you are aware of the command term (compare vs. contrast) as mixing this up will result in no points
- Name the sources, not the author, for exams (“Source D argues...”, not “Williams suggests...”)
- Don't bullet point your response.

Question 4 - 35 Minutes*Mini-Essay (10 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 three arguments and counterclaims - try to plan a balanced essay so you can use most of the sources and your own knowledge.
- Use a short introduction which defines the questions and provides a thesis, which uses the language of the question and contains 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.
- Make sure to explore either counterclaims or different perspectives.
- You don't *need* a long introduction or any conclusion.

Marks	Level descriptor
0	<ul style="list-style-type: none"> • The work does not reach a standard described by the descriptors below.
1–2	<ul style="list-style-type: none"> • There is a very limited understanding of the demands of the question. • There is little relevant knowledge. • The response is mostly descriptive and may contain unsupported generalizations.
3–4	<ul style="list-style-type: none"> • There is a limited understanding of the demands of the question, or the question is only partially addressed. • Some knowledge is demonstrated, but this is not always relevant or accurate, and may not be used appropriately or effectively. • Counterclaims, or different views on the question, are not identified.
5–6	<ul style="list-style-type: none"> • The response shows an understanding of the demands of the question. • Knowledge is mostly accurate and relevant, and there is some limited synthesis of own knowledge and source material. • Counterclaims, or different views on the question, are implicitly identified but are not explored.
7–8	<ul style="list-style-type: none"> • The response is focused and shows a good understanding of the demands of the questions. • Relevant and accurate knowledge is demonstrated, there is a synthesis of own knowledge and source material, and appropriate examples used. • Counterclaims, or different views on the question, are explored.
9–10	<ul style="list-style-type: none"> • The response is clearly focused and shows a high degree of understanding of the demands of the question. • Relevant and accurate knowledge is demonstrated, there is effective synthesis of own knowledge and source material, with appropriate examples integrated. • Counterclaims, or different views on the question, are explored and evaluated.

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. Remember that the **documents are not necessarily facts**. The documents quite likely express the opinion or perception of the author/speaker.
6. 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.
7. **Concise and exact responses** are much better than long and general ones. (Eg. "The first reason given by source C..." (Q #1))
8. Place a **watch** or **clock** on your desk.