

## KEYS FOR TAKING PAPER 1

### The night before:

1. Memorize a list of topics to do in argument (6-7)
2. Memorize a list of topics to evaluate evidence
3. Memorize a list of fallacies (6 to 10) and what they mean
4. Go over document on website How to do paper 1 and this checklist
5. Copy and paste a good evaluative statement from Blackboard and memorize it
6. Look at UK newspaper, INGOs, World organizations i.e. World Bank, UN, IMF
7. Look over the evaluation document you took from Blackboard

### During the exam:

1. Bring highlighter and two blue or black pens
2. Open the resource booklet to look at the documents so you can see source 1 only (Open the resource booklet with the two documents so you can see both for question 3)
3. Open questions called question booklet and read the instructions if you want but you know what to do
4. Open the answer booklet (number the answer booklet 1-a, 1-b, 2 and 3 and write the answers.) These numbers and letters go in the left margin labeled Number and Letter
5. Write down times you want to move on to another section.
6. You can do the questions in any order so long as you mark the answer booklet which question you are answering.
7. You can add to any answer by drawing arrows or filling in skipped space in the answer booklet.
8. They will not read outlines.
9. Now down the side of your paper with 6-10 ideas about evidence evaluation, these are your topics for writing about evidence: source, author, length and breadth of study, etc. See the list below.
10. You can hunt and find #1-a and 1-b or you can deconstruct first.

11. The answer to #1a is a **quote (phrase or whole sentence)**. **Simply list them** (you can number if you want). If it asks for 2 answers only give 2. If you put 3 and 1 is wrong, you will lose half the points.
12. Read this question very carefully..... if they ask for a country don't give a continent, if they ask for group give them a group, etc.
13. The answer to #1-b is always **explain** what the document says about a topic. It may also ask you to **identify** reasons. This will require one sentence for each topic they ask, usually two topics. The text might include more than two topics, if it asks for two give them two.
14. Now deconstruction document 1. Remember to code by color or symbol evidence and argument, you do argument in #3 even if #2 question is about evidence. Mark fallacies, good points in argument, comment of the author and source. If you mark evidence and argument in two colors it stands out better or W for weak evidence and S for strong evidence. Take your time to really deconstruct, it will make the writing easier. You just follow your deconstruction plan.
15. Circle which question you have been asked by circling **evidence** or **argument**.
16. If you are evaluating **evidence**, then use the following list:

Source

Author

Data – statistics

Length and Breadth of Study

Date of the study

Origin of country for the study

Who paid for the study

Does it pertain to the topic -Relevance?

Correlation – Causation

Gender, Age, Ethnic Bias

Limited options

Supports the reason or claim

Wide range of evidence/ global evidence

Believable evidence

Single example (one person)

Assertion with no support

Generalized

Appeal to history, authority, popularity

Slippery slope

Ad Hominem

Straw Man

Emotional language

If you are asked about **argument** use the following list:

Author

Source

Balance – two sided

Conclusion – does it match the title

Logical organization

Evidence

Wide perspectives maybe global

Academic perspective

Practical solutions

17. Remember when doing question 2 evidence or argument you need to do multiple examples to make your point. The paragraphs need to have **quotes/evidence, analysis, and evaluation**. You need to show strengths and weaknesses in each piece of evidence and some evidence you conclude strong and some you find weak. Assess does not need a conclusion but when the use the word, evaluate, you could use one short final assessment with your judgement.
18. You have 35-40 minutes to read and do the question #2. Write continuously. You are now 45 minutes into the exam.
19. You are ready to read the second document and **deconstruct**. Make sure you are marking the document for answering the question #3. **You are looking to see if 2 is more convincing than document 1.** Mark all the source material, evidence, argument, and fallacies.
20. **When you answer question # 3 you have four sections: 2 is more convincing than 1, 2 is less convincing than 1, 2 and 1 are equally convincing (good and bad), and evaluative conclusion to state is 2 is more, less, or equally convincing.** \*Remember this question is all about document 2 with evidence taken from document 2 and 1.

21. The time you have time to deconstruct and write this essay is 45 minutes.
22. Remember to check what is the point values of question #2 and #3. If the point value is 12 and 12 (take an equal time to answer 40 minutes each) or 10 and 14 points (take 35 and 45 minutes to answer each).
23. Use every minute of the exam to write. Having extra time means you didn't do the job.