Supported preparation: Source comparison and contextual value

International Baccalaureate · IB Diploma · History · SL

Scope and prerequisites

IB history first assessment 2017; 2028 course recorded separately. School selects one of five prescribed subjects (both cases), two of twelve world-history topics; HL selects one region with three sections. No selection is silently implied. Future 2028 focused/thematic studies are a different course.

Mapped preparation outcomes: ib_history_sl.1.1, ib_history_sl.1.2. Read the matching native lesson first. Actual approved choices, evidence and final learner work remain separate.

Source vocabulary

provenance ; **corroboration** .

Explanation and worked method

Infer what a source says before evaluating it. Origin, purpose and content affect usefulness for a specified question. Primary status does not ensure accuracy; a later synthesis can be valuable but needs evidence and scope review.

Original source / task evidence

Original fictional archive: a dated notice says the reading room opens to everyone; a same-week letter says its writer cannot attend during work hours. Compare and evaluate for access.

Separate what is stated from the interpretation.
Source comparison and contextual value

Original fictional archive: a dated notice says the reading room opens to everyone; a same-week letter says its writer cannot attend during work hours. Compare and evaluate for access.

Both allow formal opening while the letter reveals a practical time barrier for its writer. The notice is useful for the announced rule, but cannot establish actual attendance. The letter records one perspective, with unknown representativeness. Corroborate opening logs and other users.

Independent transfer

Three newsletters copy one announcement. How much independent corroboration do they supply?

Attempt independently before reading the model.

Checked original model

Repetition traces to one origin and supplies little independent confirmation of the announced event. It may show dissemination. Seek an independently produced completion or attendance record, checking its date, purpose and whether it too reports a plan.

These are authored formative expectations, not official IB descriptors. Accept other justified arguments with evidence and material limits.

Source and task holds

This supplement teaches the method for this part of the course. The full assessment criteria and any texts your school chooses come from your teacher.