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Justify King Literature and History: Doris lessing, a case study in the usefulness of literature in history. Having written Section 2 of your History IA, you should then go back and write Section 1, in which you are required to identify and evaluate two of the most important sources used in your investigation. In this blog, Anna will walk you through the steps needed to help you find full marks for this section. Clearly the exact question you chose to investigate, e.g. This study will investigate the matter... or This investigation will explore the question... Step 2 Then provide a clear explanation of the importance of the source of the investigation. Why are these sources so important to help you answer your question? Are they given a detailed account? Are they given an interesting / important perspective? The example of this investigation will explore the question To what measure was Pieter Willem Botha an influence at the end of the Aparid peace? The two key sources i will look at from a history teacher and from a speech from Botha himself, which will give me two important perspectives for my investigation. Step 3 Identify/select two important sources that you used in Section 2.Source can be either primary or secondary or one of each. Step 4 Take a source at a time and complete Step 5 and 6 for eachWrite about 200 words per source assessment. Step 5 Analyzes the value and limits the source of relation to the investigation, and references to their origins – one origin paragraph – which produced the source and time? The origin value of the source helps to give it value because... What is the author's background/producer? Is the author a specialist or story? An important person? When was it produced? Where is it produced? Someone's there at the moment? Do they benefit from the spring? Example Source 1: Eades, Lindsay Michie. The end of Apartheid in South Africa. Westport: Greenwood, 1999 the source helps provide it value because Eades is an expert in the field of history, lecturers of the University of Transkei of South Africa from 1989 to 1991 and was a history professor at Chowan College, East Carolina University and Greensboro College in North Carolina. As well as this, by being published in 1999, the author was able to look at the additional subject in depth and analyze the effects of such incidents. Furthermore, the fact that Eades is not South African makes the analysis of the book more objectives. Limitation of the origin however, the origin of this source also limits its value... Are they tired? Are they from one country in particular? Do their political/social background/sconomic background have influence? Was the position they were influential? Are they written without the benefits of bullpen air? Example However, the origin of this source also limits its value because, it was not written during the time of the accompanying, some of the information might not be completely accurate. Similarly, the date of publication also limits its value because more information regarding the end of appearances might have come to light since it was published. Step 6 Analyze the value and limitation of the sources in relation to the investigation, and references to their purpose and content – one goal paragraph – why was the product source? Content – What does the source say? Value of the target objective of the source is [Explain why it was produced in the first set]. This is of value because... It is very specific to the time period/country/theme/group of the inquiry? The content provides a nice benefit / detailed account? Show their feelings to a particular group / country... at this time? The example of the purpose of Eades's book is to go on changes designed to transform the government and the challenges that this new government has faced dealing with the end of Apoteid as well as attend the South African Society Division. This is in value because a variety of main documents, including the F.W.DeKlerk's policies as well as charters of freedom from politicians and knowledge on the subject, are in great use when exploring the cause of the end of the apoteid. Limitation of the target however, the purpose and content have limitations because Some examples: Is it too big / narrow a beautiful glpse over the school? Is it too personal / written in private / for the public? He produced them to persuade the audience? It only shows a group / country / people views? However, by focusing [the content] mainly on the changes made to transform government, the author does not make much reference to Botha himself; instead it focuses more on DeKlerk's F.W. policies. As well as this, his analysis base is based on official documents, not tougher against the possibility that political documents have been tired since politicians look for positive publications. Don't forget to repeat Steps 5 and 6 for the second source. The IA examples are used from an exemplary published by the IBO – read the full IA please click here. Having chosen the subject of your IA History, which designed your questions and your IA research, the next step will be written Section 2. This should be done before attempting Section 1 and, in this blog, Anna outlines what to expect. He must answer your questions. It has to be structured. It must have critical analysis that focused clearly on the matter being investigated. It must also include a conclusion that the student draws in their analysis. It must effectively use a set of sources to support the arguments. It must show a range of perspectives and what should be evaluated. It recommends you write 1300 words. In other words, it's like an essence, but you can use subheadings if you're so desired. For a good Your IA structure simply needs the following: IntroductionMain body and paragraphs (with or without subheadings)ConclusionWhat should be included in my introduction? One paragraph only – approximately 200 word brief context to present the question. Putting the scene/ generous readers' interest is not establishing why this question was important at the time, and it remains relevant today. Highlight the scope of your question – what it will focus on and what date you will cover. Method - Plan how the esslation will be approaching, and the main conclusions that will occur. These states differ historical perspectives that exist in relation to the question. Don't carry out analysis here. Introductory examples In what the Second World War led to women in the United States becoming permanent participants in the labor force? Some historians would disagree that World War II brought dramatic increases in participation in the American labor force during the 1940s. Between 1940 and 1944, the woman's participation rose by 23.5% (Clark, Ether 8), a shift affecting women of all ages (See Table 1 in Appendix). As a whole, women workers grew by 5 million in the 1941-1944 war period (Anderson 239), and one sixth of the working women were employed by a war-related industry (Goldin 753). Therefore, the war was responsible for the incorporation of women incorporated into the American labor force. However, historians disagree on measures where these changes have had long-term effects. While some refer to this release as a water event leading to the women's permanent incorporation into the task force, others refute this statement by arguing that the influence of the war on women's employees appears to have been more modest (Goldin 741). What should be included in my main body? For structures, there should be a number of paragraphs. These might be themed or chronologically approaching. Each focus section might have a relief, if appropriate. Approximately 3 to 4 paragraphs main paragraphs should have a specific focus, point of view or theme. In each paragraph, start with a key subject phrase that is clearly focused on the question. Carefully choose carefully and proof of reference. Using quotes as needed, try not to use quotes longer than 10 words, or parafraz, but make sure to score below pages or reference all evidence. Stress the value of the proof you use, but also recognizes its limitations, and references to Origin, Goals and Content as appropriate. Try showing more than one perspective. A paragraph example of what world war II brought to women in the United States to become permanent participants in the labor force? However, the last posting period provided a reversal of this effect initially unfavorable, for women's work supported in the 1947-1950s. In this period of women working between 25-64 years of age increased from 2% (Clark, Ether 1982), and those of working married women rose from 20% to 23.8% (Goldin 742). In addition, the number of female operation employees in metal and machine manufacturing increased 4 story teacher support material 7 Example 2 (Name) (Candidate Number) from 175,246 to 331,140 between 1940 and 1950. (Blackwelder 145). Also, twice that many women were employed in California in 1949 as they were employed in 1940 (Cloudy 161). These examples of growth led to some to the point that the war was made, indeed, to have a long-term rather than temporary impact on women's place in the labor force (Blackwelder 147). The 5.25 million increase in the labor force between 1940 and 1949 (Cloudy 161) further reinforced the point that the war was, despite initial postwar safety, a milestone for women in America. (Cloudy 172). Conversely, it seems important that only 22% of the eventual 1950 workers were together during the war years (Goldin 744) and that more than half of the women employed in 1950 were employed before entering the United States of War (Goldin 744). The Rosies in 1944 were only 20% of the eventual 1951 job among married women (Goldin 750). These figures indicate that a majority of the jobs offered during the war period disappeared at its conclusion, and thus, the women who participated in the labor force during the war years only constructed a small percentage of the last work. This suggests that changes brought about by the war were more moderate than suggested by modern historians enthusiastic like Blackwelder, who, perhaps in an effort to analyze an extensive time period, might fail to examine short-term trends, which have consented to undertaking to claim that World War II had clearly accelerated the fermentation of the American Labor Force and increased employment among married women. (Blackwelder 146). 346 The words of the first sentence are clearly related to the question. Proof is well selected – good use of statistics supports the argument. Outlook was included and evaluated. Critical thinking is present. Each piece of evidence was cited appropriate. What should be included in my conclusion? One paragraph only – roughly 150 words. Provides a direct answer to the question by synthesis (combined) the main essack point. Do not argue your thesis account in your introduction. An example of conclusion For what world war II brought to women in the United States to become permanent participants in the task force? Therefore, it seems that World War II was indeed true, responsible for an incorporation of women in the American labor force during the years of war, an increase likely to lead to a shift in the perspectives of male employees and public officials towards employers, and could play significant roles in the increase in women's work during the last period of postwar period. However, evidence regarding the Rosies rate which had to be formed part of the posted Labour force suggests that the conflict was not safely a permanent incorporation into female war workers in the U.S. Labor Force. The Second World War can be seen as responsible for a number of important ideological changes regarding women's work but its direct influence in terms of longevity of women's involvement in the work force appears to have been modest. 150 words relate explicitly to the question. It is consistent with the dissertation stated in the introduction. It is consistent the evidence and litigation provided by the main body. No new evidence offered. The IA used is an exemplary from the IBO – read the full IA please click here. Here.

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