

OIB GEOGRAPHY DOCUMENT WORKSHOP



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Introduction

The “**How useful are the documents...?**” question in the **Document-Based Question** - the DBQ



The DBQ is one of the possible written questions in the Geography part of the OIB H/G Written examination

Document-based Question

- When the DBQ appears in the Geography part of the written exam it replaces the AMQ (annotated map question)
- Like the AMQ, a DBQ is structured in two distinct parts
 - Part (a)
 - Part (b)

Document-based Question

-Part (a) is where the students are asked to assess the usefulness of the documents provided, responding to the question “**How useful are the documents in...**”

Part (a) is worth **8 marks**.

-Part (b) asks students to use the documents and their own knowledge **to evaluate or assess** some aspect of the topic under discussion.

Part (b) is worth **12 marks**.

Note that the **DBQ is worth 20 marks** in total and thus has the same value as the essay (or *composition*) Students should therefore spend **2 hours** answering the DBQ

Document-based Question

- What kind of documents are used in a Geography DBQ?

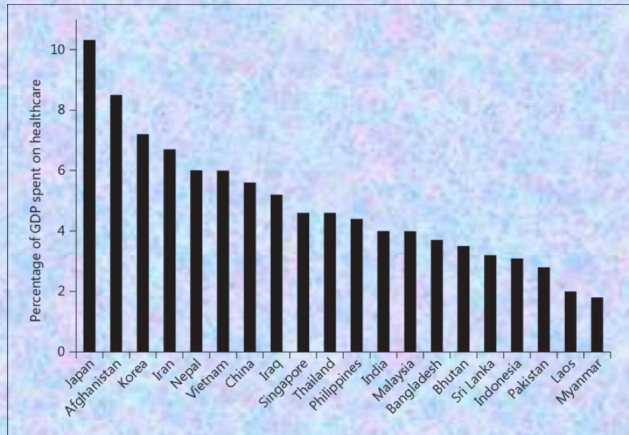
There is **ALWAYS** a **MAP** in a Geography DBQ



There can be one or two documents. If there is only one document, it will be a **MAP**, and it will be in **black and white**

Document-based Question

- If there are two documents, the second document might be a **short text**, a **graph**, a **table**, a **photograph** ...



Country	HDI Rank	Ad hoc IGI Rank	PCA IGI Rank
Malaysia	1	1	1
Maldives	5	2	2
Thailand	3	3	3
Bhutan	10	4	7
China	4	5	4
Vietnam	8	6	5
Sri Lanka	2	7	6
Indonesia	12	8	8
Philippines	7	9	9

⁵ The World Bank, 2018, World Inequality Report, <https://wir2018.wid.world/>

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but always in black and white

So, what does an OIB DBQ look like?

GEOGRAPHY DOCUMENTS

Theme one: Maritime areas: at the heart of a globalised world

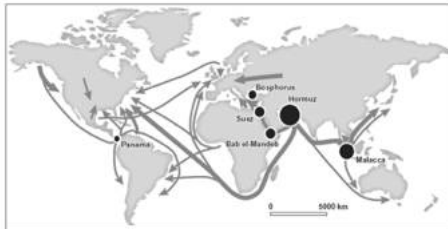
Study Documents A and B.

- How useful are documents A and B for understanding the importance of maritime trade routes to the global economy?
- Using Documents A and B and your own knowledge, discuss the extent to which maritime canals and straits are a potential source of international tension.

The number of marks for each part of the question never appears on the Exam paper

Document A
Information on world trade in crude oil.

World map of crude oil shipping routes with the location of strategic straits and canals indicated



Daily amount of crude oil passing through strategic straits and canals in 2018

Strategic strait or canal	Daily volume of oil traffic in barrels per day
Strait of Hormuz	17 million
Strait of Malacca	15 million
Suez Canal	4.5 million
Bab el-Mandeb	3.3 million
Bosporus / Dardanelles	3 million
Panama Canal	1 million

Sources: Map adapted from <http://nghien cucubien dong.vn/en/conferences-and-seminars-4507-south-china-sea-platform-for-prosperity-or-arena-for-alteration-by-nazery-khalid> (2011), with trade flow data updated from <https://www.worldoiltraders.com/sea-ports> (2018)

Here Doc A is a **map** with an explanatory **table** and Doc B is a **text**

The sources are always give and the documents are never more than 5 years old

Document B
Black Arteries

Oil not only fuels our modern world but lubricates machinery, provides plastics and pharmaceuticals, and is used in the production of agrochemicals that help to produce the food we need. Over half of the global oil supply is delivered by tankers moving along the worldwide network of sea lanes, and thus passing through a variety of straits and canals.

We have also constructed artificial chokepoints with our canals that link seas to create more direct shipping routes, such as the Panama Canal and the Suez Canal. When, in 1956, the Suez Crisis closed the canal for six months and forced shipping to re-route around southern Africa, the result was fuel shortages across Europe.

By far the most strategically critical strait today is Hormuz. The Persian Gulf produces about a third of the world's oil, and Iraq, Kuwait, Bahrain, Qatar and the UAE must all ship their oil exports through the Strait of Hormuz. Only Saudi Arabia and Iran are able to use alternative maritime links. The strait is busy with tanker traffic, transporting over 17 million barrels every day – one fifth of the world's supply. But it also means that this artery carrying the oil to fuel the world's economy is extremely vulnerable. Since 1973, the USA has spent over \$7 trillion on its military presence in the Gulf to secure the steady flow of oil to global markets. The greatest fear is that international relations with Iran may deteriorate to such a point that the Iranian government slam shut this vital 'chokepoint' and put a stranglehold on world oil supplies.

Much of the oil from the Persian Gulf is shipped through the narrow Strait of Malacca. About a quarter of all the oil transported by sea – roughly 15 million barrels a day – passes through this strait in tankers, and then on to feed the economies of China, Japan, Korea, Indonesia and Australia.

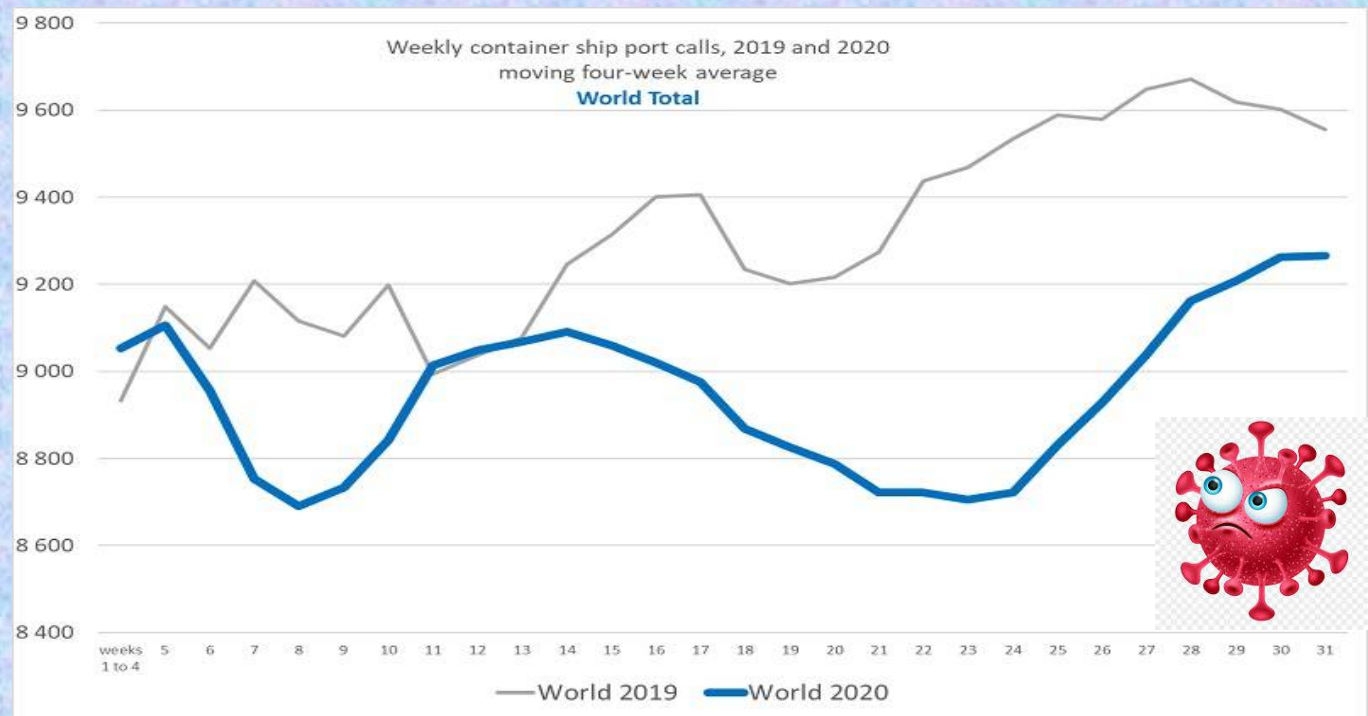
While the nature of the major commodities may have changed through history, the role played by the geography of the seas and the strategic importance of naval chokepoints has remained ever critical. During most of history it was the seas that facilitated long-distance trade. Even today 90% of world trade is still carried by shipping.

Source: Adapted from 'Origins – How the Earth shaped human history' by Lewis Dartnell, Published by Penguin Random House UK in 2019.

This effectively means that when answering part (a) on “**How useful are the documents...**” there is generally **not much to say in reference to the date** of a Geography document - unlike a History DBQ document.

However, this is not always the case.

eg a graph showing flows of maritime traffic in **spring 2019** is likely to look very different to a graph from **spring 2020** !



So, what *are* the points to be made in answering

part (a) **How useful are the documents... ??**

over to Murièle



Assessment objectives in a DBQ and the expectations we have of students

We want them to show us their ability in terms of :

/8	Performance descriptors for the six bands/levels
8	<p data-bbox="724 544 1773 582">Very good (Refers to questions/scripts awarded 18-20 overall)</p> <ul data-bbox="683 625 1798 1029" style="list-style-type: none"><li data-bbox="683 625 1586 664">· Extensive, detailed and well-directed knowledge<li data-bbox="683 706 1682 745">· Very good understanding with a “big picture” approach<li data-bbox="683 788 1798 869">· High ability to analyse, evaluate and provide evidence-based judgements<li data-bbox="683 912 1638 951">· Highly skilled interpretation and use of document(s)<li data-bbox="683 993 1586 1032">· Devises and structures response very effectively

1 / knowledge

2 / understanding

3 / analysis

4 / structure

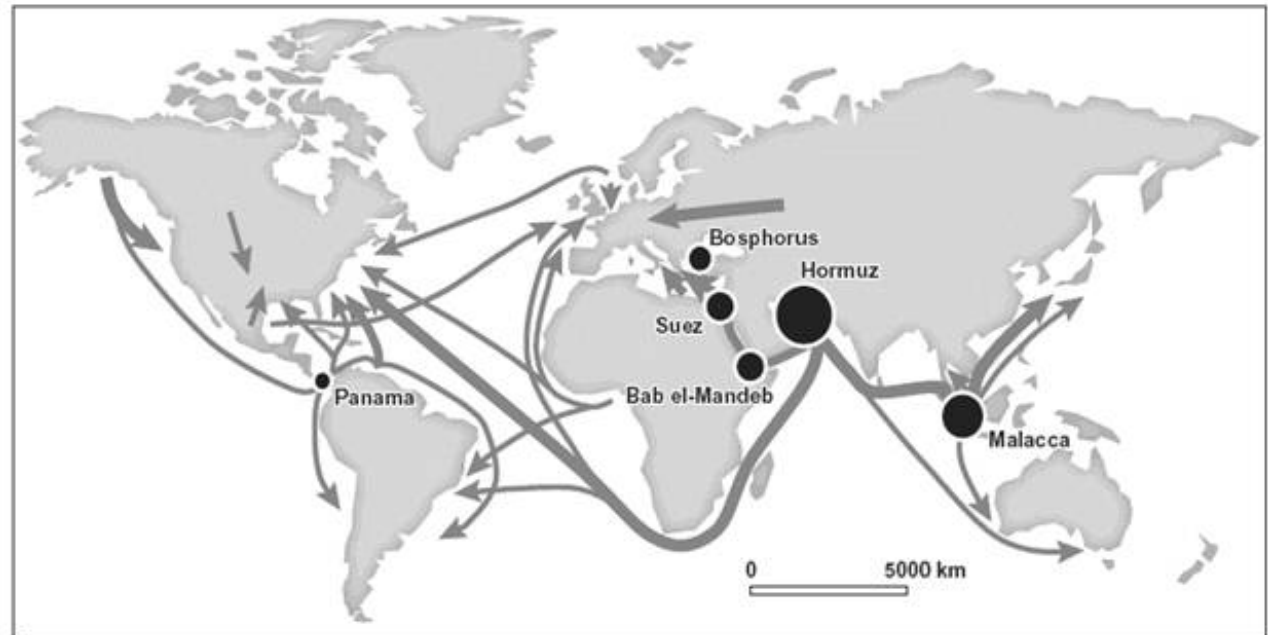
1 / Knowledge

a // What is expected ?

- **The use and definition of K terms**
- **the naming of places**

example :

a) How useful are documents A and B for understanding the importance of maritime trade routes to the global economy?



**Document A – Information on world trade in crude oil.
World map of crude oil shipping routes with the location of strategic straits and canals indicated**

- **The use and definition of K terms**
- **the naming of places**

eg . Some of the most important *chokepoints* are visible , such as the *Malacca strait* allowing *East Asia* to be supplied with oil resources by the *Persian Gulf*.

eg. Using the map, we understand clearly that maritime trade routes play a role in the *interconnectedness* and *interdependence* that characterizes globalisation. We visualise that maritime oil routes serve mainly the *core regions* of the global economy, that is to say *Europe*, the *USA* and *South-East Asia* .

tell
students
that they
must be
EXPLICIT

1 / Knowledge

b // What is not absolutely necessary?

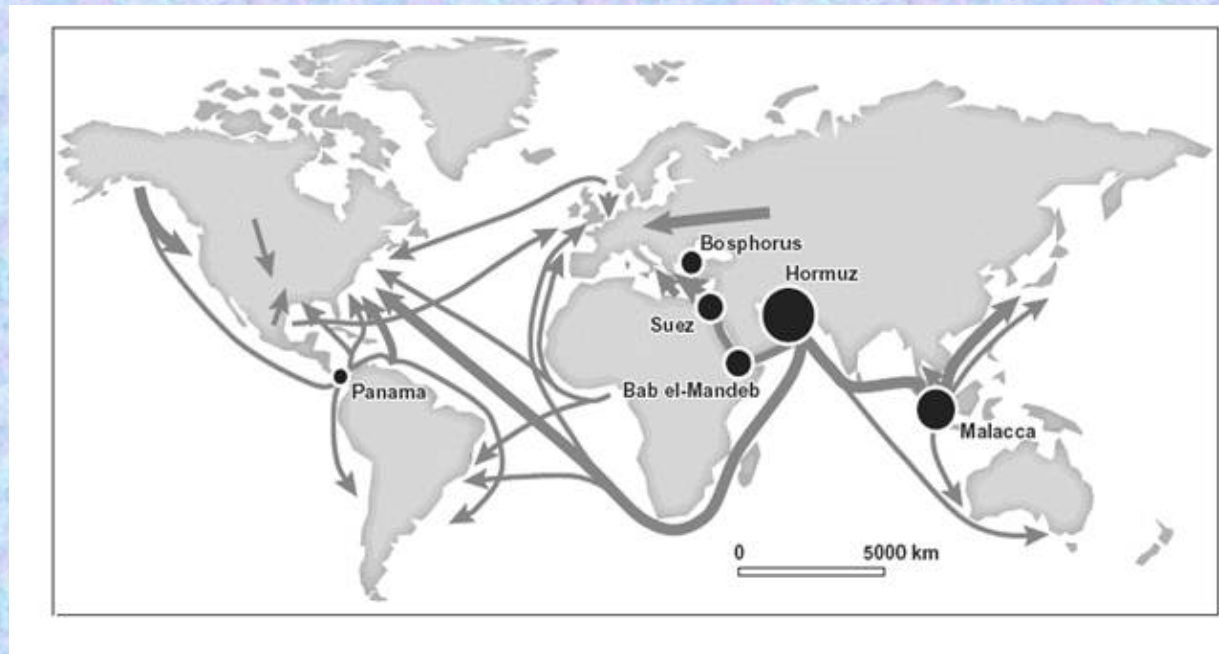
- adding other K data, other statistics
- mentioning other places, examples or locations
- introducing new elements of information

all those contents have to be introduced in part (b)

What is expected ?

They must show their understanding of :

- the DOCUMENTS



the arrows within the continents can be misleading, being considered as land routes for instance QUESTIONS

suggest to the students that they reformulate the K terms of the questions (eg. importance = K role)

- the term “**understanding**” is different from “explaining”.
- some students might criticise the doc saying it does not mention the role of **coastal tourism**, however this shows a misunderstanding of the ?

3 - Analysis

a // What is expected ?

- the relevance of doc interpretation
- the evaluation of the doc - its interest and limits
- the ability to consider **implicit** ideas suggested by the doc or the **deduction of hypotheses**

eg . no possible comparison with the importance of land routes

ALL in ALL :

The overall judgement made about the docs

When there is more than one document, students should link the documents in their analysis

3 . Analysis

*b // Students **MUST USE** documents in a relevant way*

They can :

- quote from the document
- mention lines of the doc. that illustrate their comments
- reformulate some of the ideas

They should :

- use quotation marks (“.....”) when quoting from the document
- **explain their reformulation, adding knowledge**

4 - Structure

a // What is expected ?

2 PARTS

“The better responses will highlight the limitations and usefulness of the two documents **taken together**”. OIB report-oct 2020

- the documents are useful **IN** because ...
- the documents present some limits
can be criticised in order to

better than separating the analysis of the doc:

- Doc A is partially useful inbecause
- Doc B is quite useful because ... but lacks

encourage
students to
use prepared
phrasing
formulas

Excellent if ...

....a comparison is made between the usefulness of the documents, their complementarity

4 . Structure

b // Not always necessary but can be useful ...

The students can :

- make reference to the date
- present the doc
- suggest other documents that could have been used
- conclude

Students should do the above:

- in the body of the answer
- not as an intro
- not just for the sake of writing something
- in order to be relevant, to answer the question

To conclude

Our aim is to help the students to take their arguments further, ,
to clarify their thoughts
to develop their analytical skills.

Always assess papers with a POSITIVE MARKING attitude

"Any relevant point should be credited, even if it is not included in the list of indicative content." 2020 OIB report

QUESTIONS ?

Time to listen to Richard's suggestions
in order to progressively prepare your students