

# IB Topics in World History Jumpstart Assignment (2019-2020)

This jumpstart assignment is for all students entering the second year of the two-year IB History program. It is due **September 11 (Blue day)/September 12 (Green day)** and will be worth 10% of your first quarter grade. Late assignments will be graded with a 30% penalty, per the IB Topics team grading policy, and will not be accepted after September 25 (Blue day)/September 26 (Green day). Students registering after July 27 should contact the Topics teachers to determine if modification to the assignment is necessary. This assignment should take approximately 3-6 hours to complete.

**You will need to read the article:** “What’s Gone Wrong with Democracy.” *The Economist*. 1 Mar. 2014: 47 (US).

The article is available on the **Gale database** through the SLHS Library Blackboard site (remote password: seahawks). Hard copies are available from the Topics teachers, or in the main office during the summer.

**Writing Assignment**—Choose and respond to **ONE** of the following prompts:

- **Option #1:** “[I]f democracy is to remain successful...it must be both assiduously nurtured when it is young—and carefully maintained when it is mature.” To what extent do you agree with this quote? Consider in your answer 2-3 of the fundamental elements of stable, functioning democracies as identified in the article.
- **Option #2:** Evaluate the fundamental problems with democracy as a form of government as identified in the article. You must provide 2-3 examples from the article to support your response.

Make sure you focus on the **fundamental elements and/or problems** of democracies, not just examples of them! Include explicit references to examples provided in the article as evidence for your thesis.

## Formatting requirements:

- 3-4 typed pages, double-spaced
- 1-inch margins, 12 point Times New Roman font
- In-text citations should be in MLA format
- Include a separate works cited page—must include the *Economist* article, as well as any other sources you may use (sources besides the article are **NOT** necessary, however)

## Assessment:

- The essay will be graded according to the rubric on the back of this page.
- **All completed essays must be uploaded to SafeAssign.**

## Questions?

If you have questions regarding the assignment, contact the instructors: **Joel Adams** (jadams1@fcps.edu), **Meghan Cycyk** (mecycyk@fcps.edu), and **Kim Moore** (kamoore1@fcps.edu). Instructors will be checking email over the summer, but not on a daily basis. To ensure as rapid a response as possible, **include all instructors on any email.**

Have a great summer! We look forward to working with you in the fall!

## Rubric for IB World Topics Jumpstart Assignment

Response does not reach a standard described by the descriptors below.	0
<p>There is little understanding of the demands of the question. The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task.</p> <p>Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague.</p> <p>The response contains little or no crucial analysis. It may consist mostly of generalizations and poorly substantiated assertions.</p>	1-3
<p>The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence.</p> <p>Knowledge is demonstrated but lacks accuracy and relevance. There is a superficial understanding of historical context. The answer makes use of specific examples, although these may be vague or lack relevance.</p> <p>There is some limited analysis, but the response is primarily narrative/descriptive in nature, rather than analytical.</p>	4-6
<p>The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach.</p> <p>Knowledge is mostly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant.</p> <p>The response moves beyond description to include some analysis or critical commentary, but this is not sustained.</p>	7-9
<p>The demands of the question are understood and addressed. Answers are generally well-structured and organized, although there may be some repetition or lack of clarity in places.</p> <p>Knowledge is accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used to support the analysis/ evaluation.</p> <p>Arguments are mainly clear and coherent. There is some awareness and evaluation of different perspectives.</p> <p>The response contains critical analysis. Most of the main points are substantiated, and the response argues to a consistent conclusion.</p>	10-12
<p>Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Answers are well structured, balanced and effectively organized.</p> <p>Knowledge is detailed, accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used effectively to support the analysis/evaluation.</p> <p>Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer.</p> <p>The answer contains well-developed critical analysis. All, or nearly all, of the main points are substantiated, and the response argues to a reasoned conclusion.</p>	13-15

### Conversion to FCPS numeric grading scale:

15	100	11	84	7	70
14	96	10	80	6	66
13	92	9	77	5	64
12	88	8	73	0-4	60