

Exercise walk-through

2.1

Causes, triggers and comparison: supported rehearsal

International Baccalaureate · IB Diploma · History · SL

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The method

Method — Worked example

A cause explains how conditions contribute to an outcome; a trigger helps explain timing. Evaluate relative significance by mechanism and evidence, not simply chronology. Authentic comparisons need the school's selected topics and cases.

Fictional sequence: membership fees rose, attendance declined, and a later meeting approved closure. Did the meeting cause the entire decline?

The meeting is a decision associated with closure, while earlier fees may have affected access and attendance. Examine dates, alternatives and evidence for other causes before deciding significance. Compare another case by the same causal question, including differences that limit transfer.

Method — Worked example

A cause explains how conditions contribute to an outcome; a trigger helps explain timing.

Original source / task evidence

Fictional sequence: membership fees rose, attendance declined, and a later meeting approved closure. Did the meeting cause the entire decline?

Separate what is stated from the interpretation.
Causes, triggers and comparison

Original classroom evidence panel for Causes, triggers and comparison

Exercises 2.1·3.1

2.1 For the worked case, identify the evidence and a conclusion it can support. Explain one material limit. [3]

3.1 Attendance began falling before fees rose. How should the causal argument change? Give a reasoned answer, evidence or method, and a relevant qualification. [3]

Exercises 2.1·3.1

2.1 For the worked case, identify the evidence and a conclusion it can support. Explain one material limit. [3]

2.1 The meeting is a decision associated with closure, while earlier fees may have affected access and attendance. Examine dates, alternatives and evidence for other causes before deciding significance. Compare another case by the same causal question, including differences that limit transfer. Authored points for identifying relevant evidence, explaining a supported inference and a material limit.

3.1 Attendance began falling before fees rose. How should the causal argument change? Give a reasoned answer, evidence or method, and a relevant qualification. [3]

3.1 The fee rise cannot explain the earlier onset by itself. It may still worsen a later decline. Reconstruct chronology and compare work schedules, alternatives and group patterns, then qualify the relative significance rather than erase the inconvenient evidence. Authored points for a relevant judgement, reason tied to the case and justified qualification or method. Accept a supported alternative.