

Last Name, First Name: _____ Candidate #: _____ Period: _____

Paper 1B #1

Compare and Contrast 4 Sources (Agree or Disagree)

Worth 25 points- Use 45 minutes at most to complete this

Remember... 4PHC

Example: Question 1B: Read all of the sources. How far do these sources agree that the Russian people would benefit from the October Manifesto?

1. At the top of your AICE exam practice booklet, write "1" and "B" in the columns.
2. Plan each PEE HAPPY paragraph. Use a T-graphs, Venn diagram, etc., but at least write "PEE HAPPY" on the 1st line of the answer sheet. You can earn credit for planning but be careful how much time you spend doing this.
3. Read the question/prompt before starting each paragraph. Look at where each source is from and when each source was written. Consider what was happening in history when the source originated.
4. While reading each source, underline or circle the evidence, and if you are planning, put the information there.
5. Read one source at a time then write the PEE HAPPY paragraph for it. Start with Source A. If Source A is a picture and you don't understand it 100%, start with Source B. If the first source you start with agrees with the question/prompt, search the rest of the sources until you find a source that disagrees. If the first source you start with disagrees with the question/prompt, search the rest of the sources until you find a source that agrees.
6. Your first 2 paragraphs must include a source that agrees and a source that disagrees.
7. When you are done with your first 2 paragraphs, make sure they are solid. Decide which paragraph is the weakest.
8. If you have time, write paragraph 3 as an agree or disagree, whichever was the weakest in your first 2 paragraphs. There may not be a 2nd agree or disagree.
9. Memorize the words below that are in *italics* word for word. They will be your sentence starters for every Paper 1B.

PARAGRAPHS 1, 2, 3, AND 4 ARE PEE HAPPY PARAGRAPHS

Paragraphs 1, 2, 3, and 4: Sources A, B, C, and D

1. **Point:** What is your point? What are you trying to say? Does it answer the question/prompt? Be clear and specific.-
Source _ (lightly/moderately/strongly) (agrees with/disagrees with) (restate the question/prompt word for word).
 2. **Evidence:** Give evidence from the source that supports your point- *Source _ says "____."* (quote(s) from the source) (or *Source _ shows _* if it is a picture)
 3. **Explain:** Explain why the evidence in the source supports your point- *This shows ____.* (make sure the explanation connects back to the question/prompt and explains why it matters or why it is important)
- *** YOU MUST USE 2 options from HAPPY below to support your point.
4. **History:** What was going on in history when the source originated that supports your point?
 5. **Audience:** Who was the intended audience for the source and how did it impact the authors' messages?
 6. **Point of view:** Who was the author of each source and how did their position impact their messages? Include tone.
 7. **Purpose:** Why did the author of each source create the source and what was each trying to say?
 8. **Your opinion:** Is each source reliable or unreliable and why?- *Source _ (is/isn't) reliable because ____.*

PARAGRAPH 5 IS THE CONCLUSION PARAGRAPH

1. **Overall,** *source(s) _ and _ agree that (restate the question/prompt word for word).* (there may only be 1 source that agrees, but there will at least be 1, and there may be up to 3)
2. **Explain:** Explain in 2-3 sentences why the source(s) agree with the question/prompt. This explanation is a short summing up of why the sources agree with the question/prompt - *Source(s) _ and _ agree because ____.*
3. *Source(s) _ and _ disagree.* (there may only be 1 source that disagrees, but there will at least be 1, and there may be up to 3)
4. **Explain:** Explain in 2-3 sentences why the source(s) disagree with the question/prompt. This explanation is a short summing up of why the sources disagree with the question/prompt - *Source(s) _ and _ disagree because ____.*

Candidate name					
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Centre number					
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Candidate number				
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Syllabus/ Component					/		
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Component title					
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Write here how many continuation booklets you have used (if any).	
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12 PAGE ANSWER BOOKLET

READ THESE INSTRUCTIONS

Write your name, Centre number and candidate number in the boxes above. Please write clearly and use capital letters.

Write in dark blue or black pen. HB pencil may be used for graphs and diagrams only.

DO NOT WRITE IN ANY BARCODES.

Write your answers in this booklet. Use both sides of the paper. Please leave two blank lines in between your answers to each question.

Write the number of the question you are responding to in the first margin.

↓

Question	Part
1	ai
1	a ii

↑

If the question you are responding to also contains parts, for example 1a, write the question part in the second margin.

Do all your rough work in pen using this answer booklet and cross it through without making it illegible.

Do not tear out any part of this booklet.

All work must be handed in. If you have used any continuation booklets, please insert them inside this booklet.

For examiner's use only	
Question number	Mark
Total	

This document consists of **12** pages



Cambridge International AS & A Level

HISTORY

9489/11

Paper 1 Document Question

October/November 2022

1 hour 15 minutes



You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

INSTRUCTIONS

- Answer **one** question from **one** section only.
Section A: European option
Section B: American option
Section C: International option
- Follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.

INFORMATION

- The total mark for this paper is 40.
- The number of marks for each question or part question is shown in brackets [].

This document has **8** pages. Any blank pages are indicated.

Answer **one** question from **one** section only.

Section A: European option

The Russian Revolution, 1894–1921

- 1 Read the sources and then answer **both** parts of the question.

Source A

The rioting and agitation in many localities of the Empire fills my heart with great and deep grief. The welfare of the Tsar is bound up with the welfare of the people, and its sorrows are my sorrows. My great vow of service requires me to try, with all my strength, wisdom and power, to put an end as quickly as possible to the disturbances so dangerous to the Empire. I have found it necessary to unite the activities of the Supreme Government, commanding the responsible authorities to take measures to stop disorders, lawlessness and violence and to protect peaceful citizens in the quiet performance of their duties. I require the government to fulfill my unchangeable will to grant the population the right of free citizenship, based on the principles of freedom of person, conscience, speech, assembly and union.

From the October Manifesto, October 1905.

Source B

As for the Tsar's manifesto, look, it is only a scrap of paper. Here it is before you – here it is crumpled in my fist. Today they have issued it, tomorrow they will take it away and tear it into pieces. And so, we have been given a constitution. We have been given freedom of assembly, but our assemblies are encircled by troops. We have been given freedom of speech, but censorship remains. We have been given freedom of study, but the universities are occupied by troops. We have been given personal immunity, but the prisons are filled to overflowing with prisoners. We have been given Witte, but we still have Trepov. We have been given a constitution, but the autocracy remains. Everything has been given and nothing has been given.

From a speech made in St Petersburg by Trotsky, October 1905.

Source C

There were only two ways forward. The first would be to find an energetic soldier and crush the rebellion by sheer force. There would be time to breathe then but one would have to use force again in a few months; that would mean rivers of blood. Government authority would be reinforced, but there would be no positive result and no possibility of progress achieved. The other way out would be to give people their civil rights, freedom of speech and press, also to have all laws confirmed by a State Duma – that, of course, would be a constitution. Witte defends this very energetically. He says that, while it is not without risk, it is the only way out at the present moment. From all over Russia they cried for it, they begged for it, and around me many held the same views. I had no one to rely on except honest Trepov. My only consolation is that such is the will of God, and this grave decision will lead my dear Russia out of the intolerable chaos it has been in for nearly a year.

From a letter written by Tsar Nicholas II to his mother, November 1905.

Source D



A German cartoon published in 1905.

Answer **both** parts of the question with reference to the sources.

(a) Read Sources **A** and **C**.

How far do Sources A and C agree about the Tsar's attitude towards the granting of the October Manifesto? [15]

(b) Read **all** of the sources.

How far do these sources agree that the Russian people would benefit from the October Manifesto? [25]

PEE HAPPY: PARAGRAPH 1- Source ____

P Point	What is your point? What are you trying to say? <i>Source __ (slightly/moderately/strongly) (agrees with/disagrees with) (restate the question/prompt word for word).</i>
E Give evidence	Give evidence from the source that supports your point. <i>Source __ says "____." (or Source __ shows __. if it is a picture)</i>
E Explain the evidence	Explain why the evidence in the source supports your point. <i>This shows ____.</i> (make sure the explanation connects back to the question/prompt and explains why it matters or why it is important)
H History (an option)	What was going on in history when the source originated?
A Audience (an option)	Who was the intended audience for the source and how did it impact the authors' message?
P Point of View (an option)	Who was the author of the source and how did their position impact their messages? Include tone.
P Purpose (an option)	Why did the author of the source create the source and what was he trying to say?
Y Opinion (an option)	Is the source reliable or unreliable and why?- <i>Source __ (is/isn't) reliable because ____.</i>

PEE HAPPY: PARAGRAPH 2- Source ____

P Point	What is your point? What are you trying to say? <i>Source ____ (slightly/moderately/strongly) (agrees with/disagrees with) (restate the question/prompt word for word).</i>
E Give evidence	Give evidence from the source that supports your point. <i>Source ____ says "____." (or Source ____ shows ____ if it is a picture)</i>
E Explain the evidence	Explain why the evidence in the source supports your point. <i>This shows ____.</i> (make sure the explanation connects back to the question/prompt and explains why it matters or why it is important)
H History (an option)	What was going on in history when the source originated?
A Audience (an option)	Who was the intended audience for the source and how did it impact the authors' message?
P Point of View (an option)	Who was the author of the source and how did their position impact their messages? Include tone.
P Purpose (an option)	Why did the author of the source create the source and what was he trying to say?
Y Opinion (an option)	Is the source reliable or unreliable and why?- <i>Source ____ (is/isn't) reliable because ____.</i>

PEE HAPPY: PARAGRAPH 3- Source _____

P Point	What is your point? What are you trying to say? <i>Source __ (slightly/moderately/strongly) (agrees with/disagrees with) (restate the question/prompt word for word).</i>
E Give evidence	Give evidence from the source that supports your point. <i>Source __ says "____." (or Source __ shows __. if it is a picture)</i>
E Explain the evidence	Explain why the evidence in the source supports your point. <i>This shows ____.</i> (make sure the explanation connects back to the question/prompt and explains why it matters or why it is important)
H History (an option)	What was going on in history when the source originated?
A Audience (an option)	Who was the intended audience for the source and how did it impact the authors' message?
P Point of View (an option)	Who was the author of the source and how did their position impact their messages? Include tone.
P Purpose (an option)	Why did the author of the source create the source and what was he trying to say?
Y Opinion (an option)	Is the source reliable or unreliable and why?- <i>Source __ (is/isn't) reliable because ____.</i>

PEE HAPPY: PARAGRAPH 4- Source _____

P Point	What is your point? What are you trying to say? <i>Source</i> __ (slightly/moderately/strongly) (agrees with/disagrees with) (restate the question/prompt word for word).
E Give evidence	Give evidence from the source that supports your point. <i>Source</i> __ says “__.” (or <i>Source</i> __ shows __. if it is a picture)
E Explain the evidence	Explain why the evidence in the source supports your point. <i>This shows</i> __. (make sure the explanation connects back to the question/prompt and explains why it matters or why it is important)
H History (an option)	What was going on in history when the source originated?
A Audience (an option)	Who was the intended audience for the source and how did it impact the authors' message?
P Point of View (an option)	Who was the author of the source and how did their position impact their messages? Include tone.
P Purpose (an option)	Why did the author of the source create the source and what was he trying to say?
Y Opinion (an option)	Is the source reliable or unreliable and why?- <i>Source</i> __ (is/isn't) reliable because ____.

Paper 1B Grading Rubric

Part B	Generic Levels of Response:	Marks
Level 5	Evaluates all four sources to reach a supported judgement 1. Shows a clear understanding of all four sources by writing a detailed explanation of how they support and/or challenge the question/statement. 2. Evaluates all four sources by using at least two of the following for each: history, audience, point of view, purpose, or the reliability of the source. 3. Reaches a judgement about which side of the argument is stronger.	21–25
Level 4	Uses all four sources to support <u>and</u> challenge the question/statement 1. Shows a clear understanding of how all four sources both support and challenge the question/statement by making valid points with supporting evidence. 2. Evaluates all four sources by using at least two of the following for each: history, audience, point of view, purpose, or the reliability of the sources.	16–20
Level 3	Uses at least two sources to support <u>and</u> challenge the question 1. Makes valid points with supporting evidence from at least two sources to both support and challenge the question/statement.	11–15
Level 2	Uses at least two sources to support <u>or</u> challenge the question/statement 1. Makes valid points with supporting evidence from at least two sources to either support or challenge the question/statement.	6–10
Level 1	Does not make valid use of any of the sources 1. Does not focus on the question/statement or describes the content of the sources without showing how they support or challenge the question. 2. Answers the question/statement with little or no reference to any of the sources.	1–5
Level 0	Doesn't use the source material Doesn't write anything worth giving credit for	0

Paragraph	1	2	3	4	Conclusion	5
Point					Sources that support the question	
Evidence					Explanation	
Explanation					Sources that challenge the question	
History					Explanation	
Audience						
Point of View						
Purpose						
Your Opinion						