

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

Paper 1B #2

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. "Tsarism was in danger of collapse during 1905." How far do the sources support this view?

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 ____.*



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 soldiers are awakening, they are beginning to feel that they are human, they no longer blindly obey the orders of their superiors, and often greet their upstart officers with whistling and threats. The Tsarist autocracy is losing its main prop – its 'reliable troops'. The Tsar's treasury is becoming more depleted every day. Defeat follows defeat. And so, the Tsarist autocracy is losing its second main prop – its rich treasury and the credit which keeps it filled. Meanwhile, the industrial crisis is becoming more acute every day; factories and mills are closing and millions of workers are demanding bread. The waves of popular anger rise higher and higher and dash against the Tsarist throne with increasing force, shaking the decaying Tsarist autocracy to its foundations.

From a newspaper article written by Stalin in January 1905.

Source B



*A postcard published in Russia in 1905.
The caption reads 'The conclusion of the demonstration of 18 October'.*

Source C

I don't know why the Governor allowed this, but all sorts of meetings took place in Moscow to prepare for the railway strike. The first one began in Moscow, and then spread all over Russia practically at once. St Petersburg is entirely cut off from the interior; the only way to get to town is by sea. How convenient at this time of year! The strike spread to the factories and workshops, and then even to the municipal organisations and services. What a shame, just think of it! God knows what happened in the universities. Every kind of riff-raff walked in from the streets; riot was loudly proclaimed – nobody seemed to mind. The governing bodies couldn't even lock the doors in time to keep out the disrespectful crowd. Then, of course, they complained they could not get any help from the police! It makes me sick to read the news – nothing but strikes, murders, riots, disorders and mutinies. The ministers, instead of acting with quick decision, assembled like a lot of frightened hens and cackled about providing united ministerial action.

From a letter written by the Tsar to his mother, October 1905.

Source D

One of the strongest of the new professional unions was that of the railwaymen. On 20 October, it was reported that the whole leadership of this union had been arrested. As a result, nearly all the railways went on strike and this forced most of the factories to stop work. This general strike came into being without any controlling organisation, but the call everywhere by the strikers was the demand for a constituent assembly based on universal suffrage. In St Petersburg, where the strike was especially effective, the Ministers had to go by water from the capital to the Peterhof Palace. General Trepov found no better remedy than to order his troops 'not to spare the cartridges'. On 27 October, the socialist parties instituted a Soviet which at once took the lead. Witte, essentially a strong Conservative, became convinced that a constitution was inevitable. He addressed a strong memorandum to the Tsar to this effect. On 30 October, a manifesto was issued which promised reforms and a wide extension of the franchise.

From 'A History of Russia' written by a British professor who lived in Russia in 1905, published in 1926.

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

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

How far do these sources agree about the strikes in Russia in October 1905? [15]

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

'Tsarism was in danger of collapse during 1905.' How far do the sources support this view? [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 __ (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>

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						