

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

Paper 1B #3

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. “The Tsarist regime became more secure in the years up to 1914.” How far do these sources support this statement?

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. 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 and 2 options from HAPPY to support your point in each paragraph.
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)
 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 ____.*

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



*A French cartoon entitled 'Astonishment' published in 1906.
The larger figure represents the Russian people.
The Tsar, on the right, says, 'How he has grown in just a year!'*

Source B

The application of the death penalty has been terribly frequent during the last few years. According to a lawyer in St Petersburg, 'In 1908, 7016 civilians were delivered to the military tribunals as a result of emergency laws. In one single year more men were executed than during the preceding thirty-three years of the history of these courts, and one and a half times more than during the so-called revolutionary period of 1905–07.' These figures relate only to capital punishment sanctioned by 'justice'. A greater number perished without trial. In 1905–06, during the stifling of the revolutionary movement, 26 000 persons were killed by the army and police. The number of those in prison had more than doubled between 1897 and 1909. These unfortunates consist principally of political criminals. As for the number of those deported to the north of European Russia or Siberia, it is so great it cannot be established.

From an account written by a former member of the Duma in 1913.

Source C

The Third Duma (1907–12) coincided with a period of remarkable economic prosperity. Government revenues rose steadily. The railway administration, which was the subject of constant criticism, was so much improved that the railways made a profit for the first time. Most important of all was the cooperation between Stolypin and the Duma in addressing land settlement. Whole areas which had been uncultivated became prosperous. As soon as individual peasants owned land, improvements were seen in dairy farming and marketing of farm produce. Many peasants sold their new property and came to the towns with money in their pockets to start work. The men at the head of the leading trades and industries worked together to secure an intelligent commercial policy. They held their own industrial parliament within the sittings of the Duma and received more and more interest from the government. Foreign capitalists, having obtained a better knowledge of Russian trade conditions and greater confidence in Russian investments, invested in Russia at an ever-increasing rate.

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

Source D

Between the 1905 revolution and the war, industrial production in Russia approximately doubled. By 1914, when Tsarist Russia had attained the highest point of its prosperity, the national income per person was eight times less than in the United States – not surprising when 80 per cent of the workforce of Russia was occupied with agriculture while in the United States almost 70 per cent were engaged in industry. On the eve of war, for every hundred square kilometres of land, Russia had only 0.4 kilometres of railroads, while Germany had 11.7 kilometres. Heavy industry was almost wholly under the control of foreign finance. Foreigners made profits from Russia but only held influence in foreign parliaments and did not promote the struggle for political rights in Russia. The proletariat grew rapidly, in a sharp break from the past. It is this fact, combined with the concentrated oppressions of Tsarism, that made the Russian workers open to the boldest revolutionary ideas.

From Trotsky's 'History of the Russian Revolution', published in 1930.

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 state of the Russian economy? [15]

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

'The Tsarist regime became more secure in the years up to 1914.' How far do these sources support this statement? [25]

PEE HAPPY: PARAGRAPHS 1-4 (Sources A-D)

<p>P Point</p>	<p>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></p>
<p>E Give evidence</p>	<p>Give evidence from the source that supports your point. <i>Source __ says __.</i></p>
<p>E Explain the evidence</p>	<p>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)</p>
<p>H History (an option)</p>	<p>What was going on in history when the source originated?</p>
<p>A Audience (an option)</p>	<p>Who was the intended audience for the source and how did it impact the authors' message?</p>
<p>P Point of View (an option)</p>	<p>Who was the author of the source and how did their position impact their messages? Include tone.</p>
<p>P Purpose (an option)</p>	<p>Why did the author of the source create the source and what was he trying to say?</p>
<p>Y Opinion (an option)</p>	<p>Is the source reliable or unreliable and why?- <i>Source __ (is/isn't) reliable because ____.</i></p>

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	1pt	1pt	1pt	1pt	Sources that support the question	1.25pts
Evidence	1pt	1pt	1pt	1pt	Explanation	1.25pts
Explanation	1pt	1pt	1pt	1pt	Sources that challenge the question	1.25pts
History- (an option)	1/2pt	1/2pt	1/2pt	1/2pt	Explanation	1.25pts
Audience- (an option)	1/2pt	1/2pt	1/2pt	1/2pt		
Point of View- (an option)	1/2pt	1/2pt	1/2pt	1/2pt		
Purpose- (an option)	1/2pt	1/2pt	1/2pt	1/2pt		
Your Opinion- (an option)	1/2pt	1/2pt	1/2pt	1/2pt	Total Points: (column 5)	
Total Points:	Paragraph <u>1</u>	Paragraph <u>2</u>	Paragraph <u>3</u>	Paragraph <u>4</u>	Total Points: (columns 1-4)	

Total Points: _____ /21