Option 1A Section A: Question 1a

Q1(a) Why is Source 1 valuable to the historian for an enquiry into the reaction of the British Government to the Indian famine of 1876–78? Explain your answer using the source, the information given about it and your own knowledge of the historical context. [Link to sources booklet on IAL History web page.]

Level 1 example response

Source 1 is valuable to the historian for an enquiry into the reaction of the British Government to the Indian famine of 1876–78 because it was written by a past viceroy of India, stating that it would be ‘impossible to save every life’ and also, it addresses the Famine Commissioners.

As it was written by a former viceroy of India, it shows that the author had knowledge and experience of Indian problems thereby making this source extremely valuable to a historian. However, although the author was a past viceroy, he was also a lord in England showing he was British and so did not have as much motivation to help as someone who was Indian. This, however, can show that this source could be for a historian for the enquiry into the reaction of the British Government for the author had been a part of it.

Source 1 is valuable to a historian because it states it would be ‘impossible for the Government of India to save every life’. If this was the Government’s mentality then it is
Examiner commentary

This answer suffers from a lack of attention to the content of the source. Only very briefly does it attempt to engage with how the statement may throw light on the British government’s reaction to the famine in India. There is nothing in the way of use of relevant contextual knowledge to reward.

In terms of direct comment on the source’s value, the answer does note that Napier had experience of India but attempts to evaluate are assertive and stereotypical, stating simply that his reaction to the famine was coloured by being British rather than Indian. The question requires candidates to consider how the source is useful; attempts to consider limitations are not rewarded.

Level One Generic Level Description

- Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.
- Some relevant contextual knowledge is included but presented as information rather than applied to the source material.
- Evaluation of the source material is assertive with little substantiation. The concept of value may be addressed, but by making stereotypical judgements.
Q1(a) Why is Source 1 valuable to the historian for an enquiry into the importance of young people in the Cultural Revolution in 1966? Explain your answer using the source, the information given about it and your own knowledge of the historical context. Link to sources booklet on IAL History web page

Level 2 example response

The cultural revolution was Mao's way of gaining power after the he resigned from presidency in 1960 after the failure of the Great Leap Forward. Mao assembled students into Tiananmen Square for a revolution and named the students the 'Red Guards'. The source comes from the CCP.

Source 1 is valuable to the historian for an enquiry into the importance of young people in the Cultural Revolution (CR) for the actions the young people took on the 'bourgeoisie', 'they expose and criticise thoroughly and launch attacks on the open and hidden representatives'. The young people would make demonstrations out of people by beating up 'rightists' and destroying property, resulting in spreading fear and conformity among the Chinese people. The young people were Mao's little
army. They were brutal and uncontrolled, for example they vandalised embassies in China in order to help Mao spread communism, they were effective in terms of spreading the word that communism is back and Mao is as ruthless as ever.

Source 7 is also valuable to show the role of the Red Guards in the CR. "Large numbers of revolutionary young people", they followed Mao and worshiped the Little Red Book, they would do as Mao instructed, they were "courageous and daring pathbreakers" as well as being "vigorous and intelligent". The Red Guards were loyal to Mao in spreading communism. However they were reckless, they would bully their teachers and people that they held a grudge against and would be thanked by Mao for getting rid of the "bourgeoisie". Mao hated people of ranking and status for that's not the idea of true Marxism, so whoever the Red Guards got didn't get to were put into reform camps. However the Red Guards became too "vigorous" so Mao sent them to the countryside to
To conclude, Source 7 can be valued to the historian for an enquiry into the importance of young people in the Cultural Revolution due to the actions the young people had against Bourgeoisie, stating the type of things they did to support Communism, as well as showing the role they had in Society. Source I can be valued due to the fact that it can be backed up with my own knowledge that the Red Guards helped spread fear and were a strong force in the C.R.
Examiner commentary

This response demonstrates some understanding of the source content and draws simple valid inferences from it in relation to the importance of young people in the Cultural Revolution. For example, in the second paragraph, it identifies that young people “took on” the bourgeoisie.

Contextual knowledge is added to information in the source to expand upon the role of the Red Guards. This lacks a little in development with only limited use to affirm the accuracy or value of the source content. In dealing with the source’s value, the answer merely notes from the provenance that it originates from the Chinese Communist Party and does not develop this any further in evaluating its use to the enquiry.

As a result, the answer was given a mid L2 mark.

Level Two Generic Level Description

- Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question.
- Contextual knowledge is added to information from the source material, but mainly to expand or confirm matters of detail.
- Evaluation of the source material is related to the specific enquiry and with some substantiation for assertions of value. The concept of value is addressed mainly by noting aspects of source provenance and some judgements may be based on questionable assumptions.
1 (a) Why is Source 1 valuable to the historian for an enquiry into the reasons for Lenin's dismissal of the Constituent Assembly in January 1918?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

In January 1918 Lenin dissolved the Constituent Assembly after only one meeting. The source provided is an extract from the Draft Decree on the Dissolution of the Constituent Assembly, written by Lenin himself. As we are looking to assess the value of the source, its origin and purpose should not be neglected as well as the message that it tries to pass.

The fact that Lenin himself wrote this Decree raises the value of this source in terms of the reasons that the Bolsheviks gave to the people as to why they dissolved a democratic faction of the state. Lenin's Decree thus is the official view that the Bolshevik Party held as to why the Constituent Assembly was dissolved. The purpose of this source is to highlight how the Constituent Assembly was a representation of the 'old world' and how the Bolshevik Party, in that sense, this Decree however valuable, as it represents the official view of the Bolshevik Party, is more propaganda than a valuable insight to the real reasons behind Lenin's decision.
Lenin's actions.

The source itself provides us with well-thought-out reasoning for why Lenin claimed he did what he did. The source, and thus Lenin himself, implies that the 'old bourgeois parliamentary system was absolutely incompatible with the aim of achieving socialism'. This gives evidence of the supposed popular support behind the Revolution and bases its reasoning on the argument that the October Revolution was to the best interest of the 'working and exploited classes' and that anything that existed before it was a symbol of oppression of said classes. Though this he tried to vilify the Constituent Assembly as being nothing more than an instrument of the bourgeoisie. He further claims indicates that to 'surrender the supreme authority of the Soviet to the Constituent assembly' would be a 'step backwards'.

This builds on the previous claim about the evils of the bourgeoisie that are supposedly entrenched in the Assembly itself and thus tries to convince the readers of this source/Dossier that the dissolution of the Assembly was a sign of strength by the Bolshevik Party that they were both capable and willing to hamper any obstacle that got in the way of the Revolution and what it stood for. This is further supported by the fact that he portrays the Right-Socialist-Revolutionaries as something that derided the country as they refused to recognize the October revolution. He builds this argument on to
fact that a group of the SR's actually joined them as they were able to recognize the importance of the Revolution and the 'evil' of the 'backwardness' of the Assembly. However this group did not like the Bolsheviks after the Brest-Litovsk treaty.

These arguments however representative of Lenin's views and the Bolshevist Party's are not completely indicative of the true reasons as to why the coalition occurred. The Mensheviks and the SR's after the Revolution tried to make an alliance with the Bolshevists as they were left-wing parties. They were met with a firm response by Trotsky: 'You have played out your role. Now go where you belong—the dustbin of history': The Bolshevists did not want to ease their hold on power, not even by a little. That is why when the results from the elections came they found themselves weakened: They had won 9 million votes but the SR's with their 21 million votes had secured the majority of the Assembly with 410 seats. The Bolshevists would not have it. Lenin dissolved the Constituent Assembly after only one meeting and replaced it with the All-Russian Congress of the Soviets a party mechanism that he had significant influence over.

The source can be considered a valuable enquiry into the reasons for Lenin's dissolution of the Constituent Assembly in terms of it being an official document of the Communist Party. However it is largely propagandized and other sources need to be reviewed for the other side of the story: The Bolshevists' hold onto power.
Examiner commentary

This answer demonstrates a good understanding of the source material and makes a series of valid and developed inferences to demonstrate its use to the enquiry. In the third paragraph for example, it notes that Lenin’s dismissal of the Constituent Assembly was based on his assertion that it was a relic of the bourgeois system and incompatible with the best interests of the working classes, utilising short but focused quotations and contextual knowledge to support the inferences made.

Later in the answer, precise and detailed knowledge is also used to expand matters of detail with regard to the real reasons for the dissolution. Throughout the answer, the value of the source is explored, not only noting that this was the “official” Bolshevik view but evaluating its utility to the enquiry in the context of Lenin’s desperation to hold on to power. Criteria for judgement are established in the final paragraph. It was given full marks.

Level Three Generic Level Description

- Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to question, explaining their meaning and selecting material to support valid developed inferences.
- Sufficient knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.
- Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of value takes into account relevant considerations such as the nature and purpose of the source material or the position of the author.
Option 1C Section A: Question 1B

Q1(b) How much weight do you give to the evidence of Source 2 for an enquiry into the impact of Gorbachev’s reduction of traditional controls in the late 1980s?

Link to sources booklet on IAL History web page

Level 2 example response

According to Source 2 the impact of Gorbachev’s reduction of traditional controls led to threatening the Soviet Union’s existence. The Soviet press is now one of the major battlefronts in the developing struggle over the Soviet Union’s future. Now with Gorbachev’s glasnost the USSR has become more transparent. Newspapers and magazines are more outspoken. Since the hand of censorship has been lightened, which could lead to countries split, and there is freer debate of the countries problems, thus adding weight as it proves the impact of Gorbachev’s glasnost on the Soviet Union. Also, another point is the information used in newspapers to describe Gorbachev’s policies. Vladimir Stankov is the editor of the newspaper Arguments and Facts which fully supports perestroika. This implies that Gorbachev’s bad effects of perestroika can be advertised such as promoting self government of nationalities leading to their independence and the fall of the USSR in 1991, Lithuania declared independence in 1991 and Estonia in 1990.
as a result of proving the impact of Gorbachev's reduction of traditional controls. Lastly, another impact of Glastrnosp is due to its transparency. The population learned about different things. The success of arguments and facts rests largely on a formula of answering readers' queries on a wide range of subjects in a series of short articles which hide nothing. This could lead to discontent in the USSR as they find out about lifestyles in other countries and comparing it with Soviet union's lifestyle, therefore people learn about Gorbachev's failing policies and opposition against Gorbachev grew. Therefore, this adds weight as it suggests that Glastrnosp threatened the existence of the USSR, led to bad publicity for Gorbachev's policies and large amounts of discontent.

Considering the attributes of the source, the authorship adds weight as someone outside is describing the impact of Glastrnosp therefore has a better idea. Also, the nature of the source adds weight as it is an American newspaper therefore gives us accurately the impact of Glastrnosp caused by America.
Furthermore, the purpose of the source could detract value as he could be exaggerating the impact of glasnost to undermine the USSR. Lastly, the time adds value as it is near glasnost thus gives us accurate results.

In conclusion, the source adds weight to the impact of Gorbachev’s reduction of traditional controls as it gives the impact that had on the USSR, Gorbachev’s bad policies were promoting reading to the USSR’s fall and to large amounts of discontent.

Examiner commentary

This level two answer demonstrates some understanding of the source and attempts analysis by making valid inferences, for example relating to the manner in which Starkov’s paper highlights flaws in the implementation of Gorbachev’s reform programme.

Some contextual knowledge is used, expanding and confirming matters of detail with regard to the discontent that this programme caused within Russia and beyond. When addressing the weight of the evidence of the source for the enquiry, the answer notes that an American perspective on Russia’s internal affairs may impact on its veracity but overall, its judgements are based on questionable assumptions, notably that, coming from an outsider, the author will have a ‘better idea’ of the impact of Gorbachev’s programme.

The comment in the final paragraph indicates uncertainty regarding the concept of ‘weight’. ‘Weight’ should relate to the candidates judgment of the reliance which can be placed on the evidence; here, it is simply equated with a key aspect of the source content.

Level Two Generic Level Description

- Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making inferences relevant to the question.
- Contextual knowledge is added to information from the source material by mainly to expand, confirm or challenge matters of detail.
- Evaluation of the source material is related to the specific enquiry but with limited support for judgement. The concept of reliability is addressed mainly by noting aspects of source provenance and some judgments may be based on questionable assumptions.
Q1b - How much weight do you give to the evidence of Source 2 for an enquiry into the reasons for the Japanese occupation of Manchuria in 1931?

As Source 2 offers an insight into the decision-making process of the Japanese Ministry of Forei, Affairs, it holds some relevance and weight. Although, as this view is rather one-sided, the historian must regard it with care and an unbiased opinion. Even though it may have been logical for the Japanese to invade Manchuria following the Mukden Incident in 1931, events such as the rape of Nanking in 1931 show Japanese hostility and clear violence in its efforts. Procedings which could have been handled in a less brutal way were not.

After the armed encounters between China and Japan in 1931, Source 2 states that the Japanese felt a different and higher form of hostility from Chinese troops, leading them to believe that armed conflict was imminent and would inevitably spread within Manchuria. Therefore stating the occupation of Manchuria in 1931 as a reactionary event, placing a majority of the blame for said event.
on China. The historian must view this oppression with care as it clearly contains personal judgement. Therefore, highlighting the Japanese’ view on their occupation, still holding importance.

Now, as events that occurred during the occupation were violent such as the rape of Nanjing in 1931, the reality behind this attack being purely reactionary is questioned. Source 2 states that the Japanese army was only 10,400 strong while the Chinese army was 220,000 strong. The outstanding difference in numbers would make it difficult for Japanese troops to defend their territory in Manchuria. This led to the decision of a treaty prompt and wasteful attack on Chinese troops. Although, as events transpired attacks proved to lack respect or honour but favoured utter violence. During the rape of Nanjing, countless women were raped and men scalped. This form of brutality cannot just be reactionary.

Therefore, Source 2 is valuable to the historian for an enquiry into the Japanese occupation of Manchuria. Although it is rather one-sided and blames Chinese troops
Examiner commentary

This level three answer immediately recognises that, coming from the Japanese Ministry of Foreign Affairs, the source hold only limited weight for an enquiry into the reasons for the occupation of Manchuria in 1931.

It demonstrates understanding of the content of the source by making valid inferences, for example that the Japanese claim to be merely reacting to China’s threat in order to deflect the blame, and develops these with contextual knowledge, using details of subsequent Japanese aggression to question their motives.

Overall, the answer would have benefitted from a slightly closer attention to the content of the source and a greater range of contextual knowledge but its explanation of weight takes into account relevant considerations.

Valid criteria for judgement are identified - in the first line the candidates notes that the source gives ‘insight into the decision-making process’ of the Japanese – and overall, the conclusions have some justification.

Level Three Generic Level Description

- Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid developed inferences.
- Detailed knowledge of the historical context is deployed to explain or support inferences as well as to expand, confirm or challenge matters of detail.
- Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.
The source can be given weight as it was written by an extremely informed, intelligent and high ranking expert on foreign affairs as it was the Japanese foreign affairs minister however this means that the author of the source is heavily partial and biased to the Japanese sequence of events. It can be given weight as it was written during the events taking place in 1932. It is a report by of 'Relations of Japan with Manchuria and Mongolia' thus meaning it was highly informative and written clearly and explicitly for the subjects topic giving it further weight. However, after the Mukden Incident, China appealed to the League of Nations, causing the Lytton Committee to begin an investigation into the incident so this report is biased so that Japan does not is not punished via reparations or military punishments. Its purpose is to place blame on China and demonstrate Japan as completely innocent so Manchurian territory can be kept by Japan giving it less weight due to its partial stance.

Inferences can be drawn from the source giving it weight as one can derive from "an armed clash in 1931" that there were both Chinese and Japanese
troops in Manchuria in 1931 and an attack a battle took place after the Mukden Incident. "Hostile attitudes" gives the source weight as it shows that Chinese sentiments towards the Japanese occupation of Manchuria were poor and negative. Moreover, "leased territory" illustrates that Manchuria was one of the concessions given to Japan by China along with other concessions to nations such as France, Great Britain, and Russia. The weight of the source is lessened by the statement declaring "the total strength of the Japanese army serving in Manchuria at that time was only 10,400," as Japan's military was superior to China's in 1931 and troops arrived very quickly after the incident. The source's weight can be further questioned by the declaration that "it was necessary to attack them first and eliminate opposing troops," as if Chinese soldiers had not instigated the attack then the Japanese could have waited.

The source can be given weight using contextual knowledge as the situation was declared "extremely critical," which can be consolidated as the bomb explosion of the railway was an extremely significant event in Sino-Japanese foreign affairs. Furthermore, weight can be given as "leased territory" consolidates our knowledge that Japan had
Chinese territory & such as German concessions being given to Japan in the Treaty of Versailles spawns the May 4th movement. "Hostile attitudes of Chinese troops" can be given weight as our knowledge shows through the May the 4th movement & historical activity such as railway ownership. The unequal treaties & the Boxer Rebellion demonstrate anti-foreign sentiments of the Chinese towards foreigners. The weight of the source must be questioned as "vital for the Japanese to act promptly" can be contested as we know that the Japanese staged the Mukden incident to justify Japanese invasion as it needed the area's rich resources. Moreover, the idea that "all causes of danger by discriming troops in its region" devalues/ causes us to give less weight to the source as we are aware that it was a Japanese staged incident, furthermore Japan's military capabilities were far superior to China's therefore. This idea of danger was over exaggerated to justify Japanese brutality. We are aware that this was orchestrated so the League of Nations would not penalise Japan's violent actions. *

To conclude, the source does demonstrate some historical accuracies giving it weight however its authorship undermines this due to this clear bias towards Japan and our knowledge that the incident
was not Chinese but it was a staged affair by Japan. It was made purely so Japan could justify invasion thus meaning the source cannot be given significant weight.

* The idea that "it was once realised that it was quite different from the encounters of railway guards with Manchurian bandits" gives the source less weight as if it is the foreign minister's explicit lie as if the attack was a surprise when in fact it was orchestrated by the Japanese. This causes the source to be given less weight as our knowledge discredits the source's factual content as false and reveals clear elements of bias and partial behaviour due to the source's authorship.
Examiner commentary

This level four response demonstrates not only understanding of the source and its origins but attempts to interrogate the evidence, making a series of reasoned inferences in the second and third paragraphs concerning Japan’s reasons for the invasion of Manchuria and developing these fully.

Notably it examines the claim made by the Japanese Ministry of Foreign Affairs that “it was necessary to attack them first” in the context of Japan’s desire to shift the blame for the invasion on to China, perhaps to forestall international condemnation and punishment. This exemplifies understanding of the need to interpret source material in the context of the concerns of the society from which it is drawn.

Criteria for judgement are stated throughout starting in the first paragraph which contains a series of considerations which may impact on the source’s utility, notably its authorship and timing. There is some attempt to evaluate the weight the evidence of the source will bear in relation to the enquiry in the conclusion though more attention is given to its obvious partiality than say, its purpose in forestalling the condemnation of the international community.

Level Four Generic Level Description

- Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example, distinguishing between information and claim or opinion
- Deploys well-selected knowledge of the historical context, but mainly to illuminate or discuss the limitations of what can be gained from the content of the source material. Displays some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.
- Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.