



1 THE SOURCE PAPER: OUTLINE AND GUIDELINES FOR STUDENTS

This purpose of this chapter is to introduce you to the Source Paper, which is Paper 1 of the International Baccalaureate History Examination. Whether you are taking Standard Level or a Higher Level examination makes no difference as, rather unusually, the sources and questions are the same for both examinations.

The first part of this chapter will discuss how historians use sources. The second part will look carefully at the types of sources you can expect to see on an IB History paper. The third section will then analyze the types of questions that you can expect to get in the examination and the different levels of knowledge you will need to be able to answer them properly. Finally, this chapter will look at some student sample answers and analyze what was answered well and how the answers could have been improved to score higher marks.

Outline of Paper 1

There are three Prescribed Subjects assessed in Paper 1:

- Peacemaking, Peacekeeping – International Relations 1918–36
- The Arab-Israeli Conflict 1945–79
- Communism in Crisis 1976–89

The themes for each Prescribed Subject are taken from the IB History Guide, focusing specifically on the bullet points (found on pages 24–25). The wording for the title of the set of questions is the same as in the Guide, to indicate the theme of the sources used – e.g. ‘These sources relate to the principle of collective security and early attempts at peacekeeping (1920–25).’

For each Prescribed Subject there will usually be four written sources and one visual- or table-based source. The length of the written sources does not have to be equal, but they will be approximately 750 words in total (including **attribution**). A variety of sources will probably be used, taken from a selection of contemporary and more recent material. There should be some background information about the writer (e.g. Professor of United States History at Yale; A Russian journalist). In some cases the sources might have been edited and ellipses (usually seen as three dots – ...) will be used when three or more lines of text are deleted. In some sources, alternative words will be placed in brackets, if a word is seen as particularly difficult, e.g. ‘belligerent’ [warlike]. Remember that you can use a simple translating dictionary in many IB examinations and you should ask your IB coordinator if you are entitled to have one. Electronic dictionaries are, however, not allowed.

There will be four questions on each Prescribed Subject. You will be given five minutes’ reading time, during which you are not allowed to write anything, and you will then have one hour to answer the four questions. The first question is usually divided into two parts: 1a) and 1b). An analysis of the different types of questions you can expect to see is given below.

Sources and the historian

If you were to ask someone in the street what the study of history is about, the answer would probably be something to do with historical facts – dates, important people etc. What most people do not realize is that a fact by itself is of little value to an historian. The



Attribution

This is the information accompanying each source telling you where it comes from.

fact that Hitler became Chancellor of Germany on 30 January 1933 is of as much use to an historian as a scientist saying that oxygen is a gas. The task of an historian is to find out as much as possible about the meaning of a particular historical event, i.e. why did it occur and what were its consequences? In order to answer these two questions the historian has to accumulate as much information about the event as possible. In an ideal world this should amount to everything known about the event, but this is simply impossible. An historian can never have access to all knowledge about any event for many reasons – censorship, the huge amount of material which has to be sifted, the impossibility of accessing all the information available and so on. The historian must therefore select the appropriate sources that relate to any event.

Here is the fundamental problem of being an historian. By making this selection, the historian can lose his or her objectivity, because the reasons why a particular source is chosen are dependent upon the historian's interests, cultural background, training, language ability and any other factors that affect the selection of a source. An historian must consider the reliability of a source and how accurate it is in relation to the events it is describing. Can the account given by a particular source be authenticated by other sources? Historians must carefully check information from sources against each other to arrive at a conclusion that could be considered valid. An historian must be sceptical when using sources that appear to give only one side of the event.

When answering a source paper in IB History, you are essentially comparing and contrasting sources against each other to arrive at a conclusion, which you can justify. In simple terms, you are being an historian.

The types of sources

When analyzing sources, the simplest means are often the best. Try using the 'five question' approach, also known as the 'five Ws':

- Who wrote or produced it? (Origin)
- When? (Origin)
- Where? (Origin)
- Why? (Purpose)
- For whom? i.e. who was the intended audience of the source? (Purpose)

Ask these five simple questions of any source and your answers will help you to understand any type of source: non-textual or textual.

Non-textual

Non-textual means any source that is not written as you would see it in a book or letter. In many cases they are visual rather than written, although you might also see a chart or a table of statistics. In IB History examinations the most common non-textual sources that have been used include photographs, cartoons, posters, statistics or tabular sources, graphs, maps and paintings (or photographs of paintings).

Photographs

Over time the reasons why photographs have been taken have changed. In the 19th century they were used to record an event, or document how someone looked, almost as if the photograph was a portrait painted by an artist. In many of these photographs the subjects have been posed and, whether we realize it or not, when we know that we are being photographed we change our behaviour or our posture. If, in a photograph, everyone is looking at the camera you can be almost certain that this has been staged. Look at the photograph at the top of page 3. Spontaneous or not? How can you tell?

● Examiner's hint

You should be very careful when using the terms 'primary' and 'secondary' when analyzing sources. Experience shows us that too many students cannot tell the difference between them. Avoid saying that a source is valuable because it is primary. It may be the case, it may not; it will largely depend on valuable 'for what'? Students also use the terms 'reliable', 'useful', 'utility' and 'valuable' interchangeably, but there are differences between these four words. In the IB examination it is better to talk about a source's values and limitations. You should keep your approach to analyzing the sources as simple as possible.



The original caption read as follows. 'Here the latest consignment of Japanese troops are shown leaving the Japanese capital for Manchuria, the scene of the present Sino-Japanese conflict.'

You must remember that the person taking the photograph is not neutral and has a particular reason for taking it. Why is the particular photograph above being taken? What is the photographer trying to convey to the intended audience? What is surprising to IB examiners is the number of times in IB source examinations students write that what a photograph depicts is an accurate representation of the events it is recording. The context of where and when a photograph is taken must also be taken into account when analyzing it. There have always been, and always will be, countries that censor what is published in newspapers or books to rewrite history.

STUDENT STUDY SECTION

QUESTION

Here is a famous example of photo doctored involving Trotsky and Lenin. What differences can you see in the two photographs? Why was this change made?



The change was made because after Trotsky was exiled from the Soviet Union he became a non-person to the Soviet government and his images were removed from all records.

However, despite their obvious limitations, photographs do have tremendous value for historians in that they can document particular events better than many other sources. A picture of, for example, Hiroshima in August 1945 after the dropping of the atomic bomb on the city powerfully communicates to the world the devastation and destruction of the city.

Cartoons

One of the most common non-textual sources in IB source examinations is the cartoon. This type of source can be challenging to understand. Cartoons refer to something that was current at the time, and if you do not know the context of the cartoon and the events

or people to which it refers, then you may not be able to understand its message. Cartoons tend to oversimplify the events they are describing, so may not explain the full reality of events.

Finally, of course, cartoonists use symbols to represent the characters or countries they have drawn. For example, what does this image represent?



Most of you should immediately say – the Soviet Union. And this?



Again, most of you should recognize this as a symbol for death. It is the grim reaper carrying a scythe, although this symbol may not be readily recognizable to all students, depending on their cultural backgrounds.

● **Examiner's hint**

You are not expected to be able to identify people in cartoons. Normally the source booklet will give you this sort of information and include the names of those who appear in a cartoon.

Remember that a cartoon is someone's personal view of events and therefore has a subjective element to it. A cartoon must be direct because any meaning that is implied or indirect may cause you to misunderstand its meaning. For this reason, cartoons will also often have captions that will help you to identify their message.

Cartoon by David Horsey in the *Seattle Post-Intelligencer*, 2001.

● **Examiner's hint**

Look at the text in the top-left hand side. Who do you think is saying it? Who are the countries in 'the neighborhood'? Which one is the odd one out?

STUDENT STUDY SECTION

QUESTION

What do you think is the message in the following cartoon?





Here is another cartoon with a student's answer. Try to work out the meaning yourself before reading Gustav's answer.



Student Answer – Gustav

The cartoon shows the effects of Gorbachev's policies of *glasnost* and *perestroika* on the Soviet Union. The broken sickle is meant to show the break-up of the Soviet Union into 15 pieces. Each piece represents one of the new countries such as Latvia or Uzbekistan, which were created out of the former territory that was the Soviet Union. Valtman shows that these countries themselves are unstable as they are full of cracks. Gorbachev looks a little shocked by the results of his policies.

Examiner's comments

Gustav's answer is excellent and would receive full marks, as it sets the cartoon in context and clearly identifies the ideas the cartoonist had in his mind when he drew the cartoon. As with photographs, cartoons are a very powerful way of conveying a message, but in an IB History examination please remember that you can allow yourself between five and eight minutes to find out what that message is and write your answer.

◀ A cartoon by Edmund Valtman, an American cartoonist (1991). The man in the cartoon is Mikhail Gorbachev.

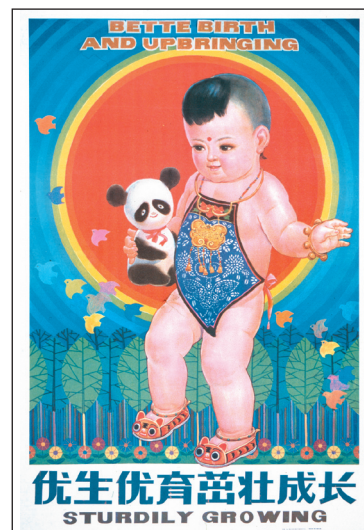
● Examiner's hint

Did you count the pieces? There are 15 of them. Why do you think Valtman included this number? What do the cracks signify?

Posters, graphs and paintings

The most important details about these sources are who made them and for what purpose – although the 'five question' approach can also be used. There are many different types of poster: election campaign posters, announcements of concerts or events, propaganda posters, military recruitment posters and so on. Look at the poster to the right. Without any background research, what do you think the poster is about?

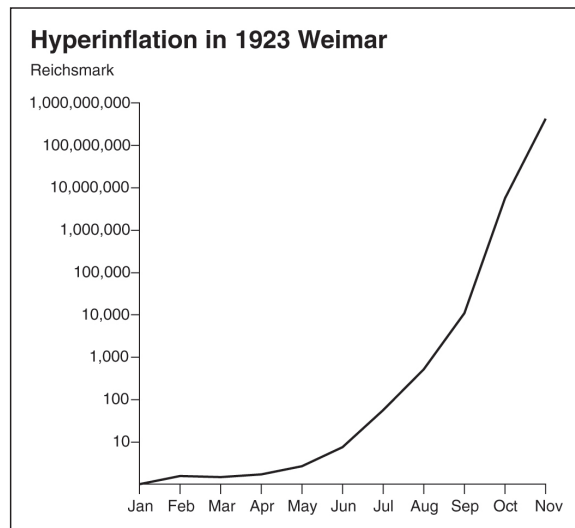
The fact that it is a Chinese government-produced poster issued after 1979 helps you to understand its significance. In 1979 China introduced the 'one-child' policy. The message is that in an already over-populated country having only one child will ensure



◀ Wall poster distributed in China after 1979.

that the child is happy and well fed. This message implies that China, as a country, will grow better and stronger as a result of the new birth policy.

Students are sometimes surprised to see statistics and graphs in a history source examination, but it is perfectly appropriate to include this type of source, particularly when dealing with any economic theme. The graph below could be included in any question on the effects of the Treaty of Versailles on Germany in the early 1920s (although there is some debate about this cause and effect relationship), and it is a simple task to explain the decline in value of the German Reichsmark in that time period.



Maps and paintings occur very rarely in the Source Paper, but there is no reason why they could not appear. Maps, in particular, can be used to make a political point rather than simply express a geographical reality. Ask the 'five questions' and be careful when analyzing a map. Look at this example.

Map 1

British mandate for Palestine, 1920–48. Source: The Pedagogic Centre, The Department for Jewish Zionist Education, The Jewish Agency for Israel.





While the map is one that shows the British mandates after World War I, it is certainly debatable whether the Palestine section should be subtitled ‘The Jewish National Home’ during the dates included in the caption, as it includes the territory in the British mandate east of the River Jordan.

Textual sources

Textual sources are simply too numerous to list, but the most common ones used in IB History source examinations are books, letters, treaties, diaries, newspapers, magazine articles, diplomatic documents, telegrams, written records of interviews, poetry and speeches. In all cases, the introductory lines at the beginning of the source will give you all the information you need to analyze it. Use the ‘five question’ approach.

STUDENT STUDY SECTION

Here are a few examples for you to think about. The theme of the Prescribed Subject is the Tiananmen Square Massacre known by the Chinese as the ‘June 4th Incident’.

QUESTIONS

What limitations might the following sources have?

Source A: an extract from the memoirs of an eyewitness of the 1989 Tiananmen Square incident, published in Beijing in 2009. The witness was born in 1929.

Source B: an extract from the *People’s Daily*, a Chinese government newspaper, 6 June 1989.

Source C: an extract from John Smith, *China in the Twentieth Century*, 2001. John Smith is a well-known writer of history textbooks for schools. (This source is fictional.)

Source D: an extract from the diary of a Chinese woman killed on 4 June in Tiananmen Square as she was taking part in a protest demonstration, published in New York in 2008.

Source A: the examiner would be looking for comments about the age of the eyewitness, the time lapse between the event and the publication of the memoir and the fact that it was published in China. **Source B:** the extract is published two days after the incident in a newspaper run by the Communist Party. Think of what limitations may be present because of this time lag. **Source C:** this book covers the whole of the 20th century so only a tiny part of the book would deal with the incident. The author, who is used to writing school textbooks rather than academic works, may not be an expert on China. Also, it is unlikely that he was present during the incident. **Source D:** the woman was taking part in the protest so she was probably opposed to the policies of Deng Xiaoping. A question should be raised about how the diary ended up in New York and was published there in 2008.

The following type of source has caused students difficulty in the past. What is its origin?

Source E: an extract from a speech by Nasser to the Egyptian National Assembly on 29 May 1967 taken from Walter Laqueur and Barry Rubin (eds), *The Arab-Israel Reader*, 2001.

The examiners are interested in Nasser’s speech, not the book source. Always evaluate the extract itself. Do not theorize that the editors might have changed the content of the speech.

Interestingly, while it would seem that diaries are very valuable sources to an historian, they are not as reliable as you might think. The Soviet expert Orlando Figes in *The Whisperers* has commented that no diary in Stalinist time should be relied upon. It would simply have been too incriminating for the writer to tell the truth in a diary – the writer would have been mortally afraid that it would be discovered by the secret police. You should also ask why anyone would keep a diary in the first place? Diaries are simply someone’s personal recollection of events.

● Examiner’s hint

Do not make comments saying that a source has been translated and therefore we do not know if the translation is accurate. Rarely is this a useful comment to make. Nor should you write that, as it is an extract from a source, we do not have access to the entire source and this is a limitation. Neither of these comments is likely to receive credit.

● Examiner’s hint

To judge the value and limitations of sources, look at the purpose behind them.

ToK Time

The historian Marc Bloc has written: 'A document is like a witness, and like most witnesses it rarely speaks until one begins to question it.'

Explain what you think Bloc means by this statement. What evidence could you come up with to either agree or disagree with this **assertion**?

Assertion

An assertion is an unsubstantiated statement.

Types of exam question

The IB History Guide clearly identifies the objectives that the source paper is assessing. Paper 1 assesses the following objectives of the history course:

Question	Objective
The first question will test understanding of a source in part (a) and part (b).	1. Knowledge and understanding Understand historical sources
The second question will test analysis of sources through the comparison and contrast of two sources.	2. Application and interpretation Compare and contrast historical sources as evidence
The third question will ask students to discuss two sources in relation to their origins, purpose, values and limitations.	3. Synthesis and evaluation Evaluate historical sources as evidence
The fourth question will test evaluation of sources and contextual knowledge.	1. Knowledge and understanding Demonstrate an understanding of historical context 3. Synthesis and evaluation Evaluate and synthesize evidence from both historical sources and background knowledge

Source: www.ibo.org

In practice, what does this mean the questions will look like in the Higher Level and Standard Level examination paper?

Questions 1a and 1b

These two parts will be worth a maximum of 5 marks together. Remember that there are 25 marks for this paper and 60 minutes to answer the questions. This means that somewhere between 10 and 12 minutes should be spent on these two parts of Question 1.

The wording of 1a) and 1b) will be something like this:

'According to Source A, why did...?'

'What does Source B suggest about...?'

'What message is portrayed by Source E?'

'What is the significance of Source C...?' ('Significance' asks you to explain the source's importance, not just give its meaning.)

These questions are intended for you to show your knowledge and understanding of the sources.

Question 2

This question is worth 6 marks, so how much time do you think that you will have to answer it in the exam?

The wording of Question 2 will be something like this:

'Compare and contrast the views expressed about... in Sources A and C.'

In other words, what are the similarities and differences in the way that the sources refer to a particular event? Please note that **ONLY TWO SOURCES** will be used.

The following might help you by seeing what examiners are told to do when marking your Question 2.

If only one source is discussed award a maximum of (2 marks). If the two sources are discussed separately award (3 marks) or with excellent linkage (4–5 marks). For

- **Examiner's hint**

Remember that examiners are not allowed to include half marks or + and – when they are marking your exam, so make sure that you have made your points clearly enough so that you can receive full marks.

- **Examiner's hint**

You should try to link your Question 2 answers in a running analysis like the following example: 'Source A mentions this..., but on the other hand Source C says...'



maximum (6 marks) expect a detailed running comparison/contrast. Award up to (5 marks) if two sources are linked/integrated in either a running comparison or contrast.

Another way that Question 2 might be phrased is the following: 'In what ways do the views expressed in Source B support the conclusions in Source D?'

Again, here is what examiners are told to do when marking this type of Question 2:

End-on description of the sources would probably be worth (3 marks) if the comparative element is only implicit, and (4 marks) with explicit linkage. If the linkage is excellent or detailed material is presented in a comparative framework (5 or 6 marks) could be scored.

The wording of Question 2 may focus on issues of consistency. For example: 'How consistent are the accounts in Sources A and C in their description of Israel's reaction to the 1972 Munich massacre?'

The examiners' advice for this type of Question 2 is as follows:

If only one source is addressed award a maximum of (2 marks). If the two sources are discussed separately award (3 marks) or with excellent linkage (4–5 marks). For maximum (6 marks) expect a detailed running comparison.

This question is intended for you to show your application and interpretation of the sources.

Question 3

This question is worth 6 marks, so how much time do you think that you will have to answer it in the exam? The wording of Question 3 will be something like this: 'With reference to their origin and purpose, what are the value and limitations of Source A and Source C for historians studying the policies of Deng Xiaoping.'

Here is what the examiners are told to do when marking Question 3:

Ideally there will be a balance between the two sources, and each one can be marked out of (3 marks), but allow a 4/2 split. If only one source is assessed, mark out of (4 marks). For a maximum of (6 marks) candidates must refer to both origin and purpose, and value and limitations, in their assessment.

This question is intended for you to show your synthesis and evaluation of the sources.

Question 4

This question is worth 8 marks, so how much time do you think that you will have to answer it in the exam? Do your time estimates for all four questions add up to 60 minutes? If not, recalculate your time allocation for each question, based on how many marks they are worth, so that you are under 60 minutes.

The wording of Question 4 will be something like this: 'Using these sources and your own knowledge analyze the importance of the Italian invasion of Abyssinia for international relations between 1934 and 1936.'

Here is the examiners' advice for marking Question 4.

... credit other relevant material. If only source material or only own knowledge is used, the maximum mark that can be obtained is (5 marks). For maximum (8 marks), expect argument, synthesis of source material and own knowledge, as well as references to the sources used.

This question is intended for you to show your knowledge, understanding, synthesis and evaluation of the sources.

● Examiner's hint

Make sure you start off analyzing the second source mentioned in the question and then see how far these opinions are supported by the first source.

● Examiner's hint

For this type of Question 2, make sure you start with the first source mentioned in the question and then see how far these opinions are supported by the second source.

● Examiner's hint

Always do the two sources separately and analyze the sources in the order given in the question – origin, purpose, value and limitations. Remember that without understanding the purpose of a source it is impossible to judge accurately its values and limitations. A source may also have more than one purpose. Too many students outline in great detail the content of the two sources, i.e. what they are actually saying. This wastes time and is not responding to the **rubric** of the question.



Rubric

What you are expected to do. In this case deal with the origin, purpose, value and limitations of the two sources.

Examiner's hint

Question 4 requires use of all the sources and your own knowledge to write a mini-essay. This is a very challenging type of question and needs to be practised. Try to steer yourself away from a very mechanical approach in your answer. You need to make sure your answer explains how everything you use – whether source material or own knowledge – contributes to answering the question.

ToK Time

'The truth of anything at all doesn't lie in someone's account of it. It lies in all the small facts of the time.'
– Josephine Tey, *The Daughter of Time*

How can you apply this idea to historical 'truth'? Think of an event you have studied and see whether or not the gathering of 'small facts of the time' makes it 'true.'

Command term

The words in the question that tell the student what the examiner is looking for in a good answer.

STUDENT STUDY SECTION

Below are three student answers to the last question on a source paper. In Paper 1 these are questions 4, 8 and 12. Ignore the content of the answers and look at the approaches the three students have taken to the **command term**.

Question 4

Using the sources and your own knowledge, to what extent do you agree that 'Israel carried out the war [1967 Six Day War] to defend the very existence of the state'? (8 marks)

You will see three different approaches. Which do you think will receive the highest marks and why? What are the weaknesses of the other two answers? Look at the way that the students have responded to the **command term**.

Student Answer A – Jack

Source A indicates that the Six-Day War was the outcome of Arab countries instigating violence towards Israel as a direct result of fearing the Soviet's Union role to be in the war, when the USSR could have adopted a more peaceful, constructive position.

Source B, however, shows a more obscure cycle of events. It depicts both countries displaying false pretences: Nasser asserting threats in public against Israel, but in reality attempting to arrange more peaceful negotiations through American dignitaries, wary of the possibility of all-out war. At the same time, Israel contacted America warning of an imminent Arab attack, either falling for Nasser's public threats or, and what appears to be more likely, attempting to solidify America's alliance to them by using a ploy of imminent attack as means to dominate Nasser and deter his forces.

Source C furthers this theory, depicting the Israeli ambassador asking US Secretary of State Rusk for a solid alliance between the two, so if Nasser were to attack, America would publicly declare themselves to fight Nasser. Rusk showed reluctance, citing constitutional decisions. The only new US support Israel received was the State Department giving the Egyptian ambassador a good talking to.

Source D shows Nasser on 26 May 1967 requesting that the US take no military action against the Arabs, assuring President Johnson that his current actions were only to prove the weakness of the alliances between the United States and Israel and Jordan and Saudi Arabia. Nasser states that should Johnson grant his request, he shall ally himself to the whim of President Johnson.

Source E sums up what is implied above, that America and Israel effectively stole the land from the Arabs by crushing them with the scare of far superior forces.

Student Answer B – Miriam

The statement is true to some extent, as Israel feared a new invasion from the surrounding Arab states, as an increasingly hostile rhetoric had been developing between Israel and Egypt. Nasser had made a request, that 'the US undertake no direct military action in the form of landings, shifting of naval fleet, or otherwise' (Source D). Nasser wanted to retake the buffer zone that had been created after the 1956 Suez-Sinai Crisis, and reclaim the land so that Egypt's and Israel's borders would be connected again, thereby making Israel feel threatened by Egypt. Moreover, Nasser initiated the 'closing of the Tiran Straits' (Source A), which Israel saw as a hostile move, and making them fear that Nasser intended to annex Israel once more. Egypt and Syria had also signed a mutual defence pact, making Israel unsure of their intentions. On the other hand, at that time 'Nasser was reiterating to Westerners his reluctance to engage Israel' (Source B), and he announced to a friend, that he 'had no intention of fighting' (Source D). Moreover, the Soviets 'continued to urge Nasser away from war' (Source B). The Soviet Union was providing Egypt with weapons, but did not want the conflict to accelerate to a world war, as the Cold War was taking place at the time and the United States was backing Israel.



Student Answer C – Philip

After the first two wars between Arabs and Israel, in 1948 and 1956, the situation in the whole Middle East had not yet settled, because of the lack of reciprocal recognition between the various states and Israel. The Six Day War of 1967 was another example of the diverging opinions and policies between the Arab states, mainly Egypt in this case, and Israel. As Source A assesses: 'Israel carried out the war to defend the very existence of the state', as well as 'actions undertaken by Nasser for the evacuation of UN troops [...] and war-like declarations by Egyptian leaders.' On the other hand, the Israeli government is discharged of every accusation and is also considered acting in the best interest to make the state of Israel survive, nothing more. Moreover the Soviet Union is also blamed to have brought the conflict to a new escalation, because it militarily supported the Arab states. This might seem a very fair and straightforward conclusion considering the events and the Israeli point of view. However it must be clear that these are only a portion of the causes of the conflict. Israel's position and well-being had been assured in the previous two conflicts by their victories, the conquering of new land and the acquired alliance with the United States, the world's Superpower, whose only threat was the Soviet Union. This thesis is clearly portrayed by Source E: the comic compared what is a 'myth' of this war to what is most probable truth about the cause of the war. The 'myth' is the Israeli struggle to survive, while on the other hand the Six Day War was just another plan to extend Israel's borders, and the success was achieved only through the US military help. It is a clear representation of how Egypt could not be a real threat for the Israeli State, and how, therefore, historians are brought to disagree with the initial statement. Source D reports a message from Nasser himself, who assures the US he 'had no intention of fighting', and how he expected the United States to take an impartial position on the matter, so as not to unbalance the conflict. This is another proof that the war was not caused only by the aggressive nature of Nasser and his policies, but also in the fact that the cooperation with other nations, such as the US, helped the conflict to break out. Source C supports the quote from Source A, following the argument that it was an inevitable conflict if Israel wanted to survive. However Source B is the one that is probably closest to reality because of its lack of extremism, while asserting that each side has proclaimed itself not inclined to fighting, but at the same time the war had broken out.

Examiner's comments

Jack's approach is very mechanical. The question is not set up well and there is no individual knowledge displayed. Many teachers tell their students that by using each of the five sources they will be guaranteed to get 5 marks. This is not so. There needs to be a clear attempt to focus the sources on the question explicitly.

Miriam's approach is better in style as there is a linkage between the sources and her own knowledge. There is also a clear attempt at answering the question. Her weaknesses are that there is very little outside knowledge and Sources C and E are not used.

Philip's is the best of the three answers. It is a mini-essay that sets the question up at the beginning and directly answers it. A criticism would be that it needs a little more specific own knowledge to add to the source, but this essay would certainly be at the top end of the mark scheme.



ToK Time

How do political leaders attempt to maintain their 'credibility'? Which is more important for this objective when addressing the public – reason, morality or emotion?

Sources, questions and answers

Here is a sample source exam based on Prescribed Subject 1: Peacemaking, Peacekeeping – International Relations 1918–36. These sources refer to the Japanese invasion of Manchuria and its consequences.

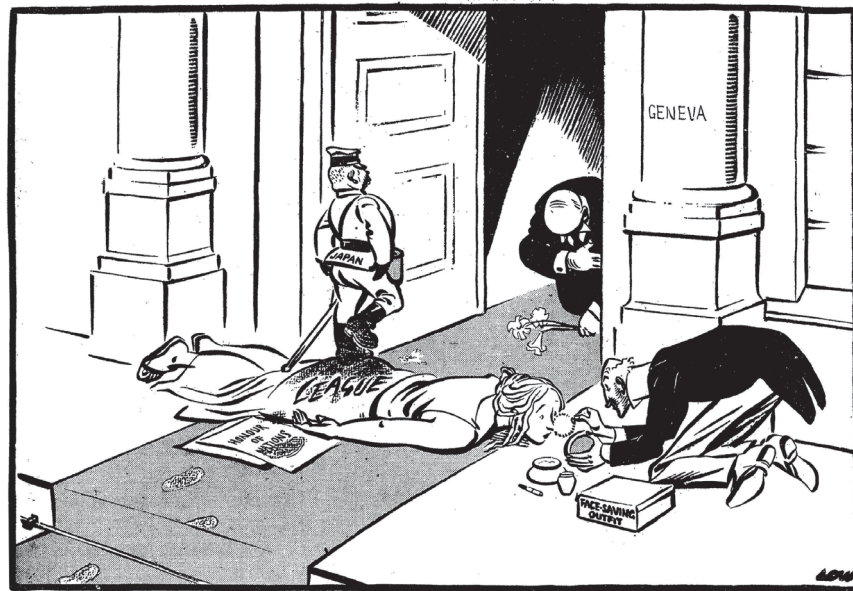
SOURCE A

From a statement by Lord Ponsonby to the House of Lords, 2 November 1932. Lord Ponsonby was Labour leader of the House of Lords from 1931 to 1935.

Considering the delicacy of the situation, and the grave character of the international issues involved, considering the arduous [strenuous] nature of any investigation on the spot in so large a territory, and the need for unanimity [agreement], the noble Earl, Lord Lytton, who was chosen as Chairman of that Commission, and who was subjected for a period to very severe illness, should, I think, be warmly congratulated on the Report that he has issued. It is comprehensive in the way in which it has marshalled all the relevant facts. It is admirably lucid [clear] in style, which is not very usual in reports of this kind, and it is simple and direct in its conclusions. Perhaps I may be allowed to say that I consider that the noble Earl, Lord Lytton, and his colleagues on the Commission have rendered a great public service in the way they have discharged this difficult international duty, which, had it been accomplished with less decision and with less discretion, might have added further confusion to the already vexed [difficult] question of the Far East.

SOURCE B

Cartoon by David Low, a British Cartoonist, published in the *Evening Standard* newspaper, 19 January 1933.



THE DOORMAT.

STUDENT STUDY SECTION**QUESTION 1a**

What does Source A suggest about the Lytton Report? (3 marks)

Student Answer A – Briony

Source A praises the Lytton Commission for carrying out a hard job under difficult circumstances especially as Lord Lytton was ill for part of the time.

Student Answer B – Angelo

In Source A Lord Ponsonby congratulates Lord Lytton for the report he has written. Ponsonby considers that the Commission's Report is 'clear', 'simple and direct' and 'comprehensive'. He considers that, regarding the difficulty of the task, Lytton has managed to produce an excellent document which achieved consensus among the Committee. Ponsonby also believes that the Report was completed quickly in order to resolve the difficult situation in Manchuria.



Examiner's comments

Briony has only understood part of the source's message. This answer would receive 1 mark. Briony needs to go into more detail, explaining her answer. Angelo has quoted directly from Source A and has paraphrased the other parts of the answer. He has certainly done enough to reach maximum marks. Although examiners recommend paraphrasing, rather than direct quoting, in this case it is quite difficult to find good alternatives for the quoted words. Angelo has demonstrated a good understanding of the source

QUESTION 1b

What is the message conveyed by the cartoon? (2 marks)

Student Answer A – John

The message conveyed in the cartoon is that the League of Nations' reaction to Japan's occupation of Manchuria in 1931 showed the weakness of the League. A Japanese soldier (implying military force) is walking all over the League, showing Japan's rejection of the principles upon which the League of Nations was based and ignoring the 'honour of nations'. The League in return has been unable to do anything about Japan's action and is desperately trying to show the world that it is a body that still has an important role to play in world affairs.

Examiner's comments

Would you give John 2 marks for his answer? How many sentences did he write? Are there too many, or just right or too few?

● Examiner's hint

What symbols are there in the cartoon? A militaristic Japan; dirty boots trampling the League of Nations; the League's headquarters in Geneva; John Simon, the British Foreign Minister with a 'face-saving' kit; Japan being greeted with flowers; a piece of paper with the words 'Honour of Nations' written on it; a welcoming carpet; the League as a doormat. By listing all of these you have gained no marks, as you have not answered the question! The date of January 1933 is important. The cartoon refers to the Japanese invasion of Manchuria in September 1931. The League of Nations sent the Lytton commission to investigate and it produced its report in October 1932, condemning Japan. In February 1933, Japan left the League, formally announcing this decision the following March.

SOURCE C

From a telegram of the Chinese Soviet Government, 6 October 1932

Now the Commission of Enquiry of the league of imperialist robbers—the Lytton Commission – has already published its report regarding the dismemberment [carving up] of China. This report is an admirable document shown to the Chinese popular masses by the imperialists regarding the dismemberment they propose to inflict on China, and yet the Kuomintang, which is selling out and dishonouring the country, as well as the government which is the emanation [creation] of the Kuomintang, have accepted it completely! ... The Lytton Report is the bill of sale by which imperialism reduced the Chinese people to slavery! The Soviet Government calls on the popular masses of the whole country to participate in an armed uprising under the direction of the Soviet Government, to wage a national revolutionary war in order to tear to shreds the Lytton Report, and to oppose all the new projects of the imperialists for dismembering China, repressing the Chinese revolution, and attacking the Soviet regions and the Soviet Union. Let us hurl out of China, Japanese imperialism and all other imperialisms in order to obtain the complete liberation and independence of the Chinese people!

SOURCE D

From F. S. Northedge, *The League of Nations – its life and times 1920–1946*, 1986. Northedge was Professor of International Relations at the London School of Economics.

Nevertheless, the Report was clear that without a declaration of war, a large area of what was indisputably Chinese territory has been forcibly seized and occupied by the armed forces of Japan and has, in consequence of this operation, been separated from and declared independent of the rest of China... As events were to show, the Japanese had no intention of isolating Manchuria from their relations with China; on the contrary, they meant to master both Manchuria and China and the two together under their own control. Lacking this insight into the Japanese frame of mind (and the fact that such an outcome hardly seems to have been thought of by the Lytton commission shows how readily Japanese professions of innocence were taken at their face value), the Report's proposals for a settlement now seem little more than well-intentioned daydreaming.

SOURCE E

From US Department of State, *Peace and War: United States Foreign Policy, 1931–1941*, 1943

The United States Ambassador to Japan, Joseph C. Grew, reported to Secretary Stimson on August 13, 1932 ... that the Japanese military machine had been 'built for war', felt prepared for war, and would 'welcome war'; that it had never yet been beaten and possessed unlimited self-confidence. After consolidating their position in Manchuria the Japanese military forces proceeded, early in January 1933, to extend the boundaries of the new puppet state by the occupation of the province of Jehol in North China. The Japanese Ambassador, in a conversation of January 5 with Secretary Stimson, stated that Japan had no territorial ambition south of the Great Wall. The Secretary reminded the Ambassador that a year previously the latter had said that Japan had no territorial ambitions in Manchuria. The Ambassador replied that no Japanese Cabinet which advocated a compromise on the Manchuria question could survive in Japan and that the Manchuria incident must be regarded as closed.

Complete answer to source exam – Jerome

STUDENT STUDY SECTION

QUESTION 1a

What does Source A suggest about the Lytton Report? (3 marks)

Source A suggests that the Lytton Report was very effective in its structure. According to Lord Ponsonby, it was drafted by Lord Lytton, who chaired the commission responsible for handling the Manchurian situation for the League of Nations. The account praises the Report for being very 'lucid' and comprehensive in that it addressed 'all the relevant facts.' Source A is very approving of the report and states that it is a 'great public service' because its clear 'decision and [...] discretion' are the only way to calm the situation in the Far East that might else have escalated.

Examiner's comments

Three clear points are made here – full marks.

QUESTION 1b

What is the message conveyed by the cartoon? (2 marks)

The cartoon portrays the message that Japan disregarded the League of Nations in the Manchurian crisis. It is by a British cartoonist who is criticizing the League for letting Japan walk all over it. A League official seems to be bowing down to the Japanese soldier and welcoming him into the building. Thus, it is suggesting that the League allowed Japan to take advantage of it and simply invade Manchuria without stopping it. Additionally, the man on his knees is powdering the League with a 'face-saving kit', implying that although the League is taking no action it is taking care to polish its image.

Examiner's comments

Although Jerome does not include all of the references in the cartoon, his answer is clearly worth full marks. It has put the cartoon in context and successfully explained enough of the images in it to show that he clearly understands the message behind the cartoon.



QUESTION 2

Compare and contrast the views expressed about Japan's actions in the 1930s in Sources D and E. (6 marks)

Sources D and E convey information about Japan's actions regarding China in the 1930s. They agree in general on Japan's actions, but have some discrepancies in their portrayal of her ambitions.

Both sources recognize that Japan was keen to expand into China and that Manchuria was only the first step in this process. Japan's aims were clearly expansionist. This can be seen by Source D's statement that she had 'no intention of isolating Manchuria' and by Source E's claim that she wished to further 'extend the boundaries' of the new state. They both also agree that one of Japan's main aims was to exert 'control' (Source D) over her 'new puppet state' (Source E), meaning that the issue involved political manipulation of Manchuria and any other territory that would be gained.

However, there are also discrepancies between the two sources. While Source E continually underscores that fact that Japan would 'welcome war', and makes a consistent effort to mention war as a continued part of her strategy because 'no Japanese Cabinet which advocated a compromise on the Manchurian question could survive in Japan', Source D maintains that the Manchurian crisis occurred 'without a declaration of war.' Source D also only claims that the League accepted Japan's claims that she did not wish to expand further, and Source E explains Japan's goals to extend to Jehol, but that she wished to stop at the Great Wall. Source E also expressed that the United States did not trust Japan's declaration of her ambitions, while Source D claims that nobody had any 'insight into the Japanese frame of mind' and that everyone trusted her 'professions of innocence.'

Examiner's comments

Jerome has two comparisons and three contrasts with development and linkage. Full marks.

QUESTION 3

With reference to their origin and purpose, discuss the value and limitations of Source A and Source C for historians studying the Manchurian crisis. (6 marks)

Source A is an extract from a statement made to the House of Lords by Lord Ponsonby on November 2, 1932. Because Lord Ponsonby was the Labour leader of the House, the purpose of the speech was to convince the members of the House that the Lytton Report would be successful. Thus, Ponsonby's aim was to convince the British aristocracy that 'the international issues' were being handled appropriately and that no danger existed.

The document has several values and limitations for historians studying the Manchurian crisis. First, it offers a British opinion on the document and thus can be helpful to an historian in that he or she can discover different viewpoints about the document and that the British believed it would be successful, as opposed to an opinion that they knew the Lytton report would fail. It also presents several strengths of the report, such as the fact that it was 'direct.' It also shows in what way information about the report was presented to the public.

However, the source has many limitations. Firstly, of course it does not state that the report was unsuccessful and that the Japanese did not respond. It is also clearly very opinionated – Ponsonby calls Lord Lytton 'noble,' clearly showing that the opinion in the report is not the general international opinion.

Source C is from a telegram of the Chinese Soviet government, written on 6 October 1932. It is intended to sway the Russian government in favour of the Chinese and her people and to convince them to help China to keep not only Japan, but also the other 'imperialists' out.

With this, the source has several strengths. One is that the Chinese opinion of the Lytton Report is very clearly stated. China considered the west 'imperialist robbers' and did not approve of their intervention. Hence, another reason for the League's failure in the Manchurian crisis can be found by historians. Additionally, international repercussions can be studied because a clear split not only between China and Japan, but also between communism and capitalism is represented.

However, the purpose of the document is to convince, and so it has several limitations. Historians cannot trust the fact that the Japanese were set on 'dismembering China,' because strong language has obviously been chosen to convince the Soviets that action was necessary. It is exaggerated in that it claims that the Lytton report aims to reduce 'the Chinese people to slavery' and thus should not be studied for its historical accuracy on the aims of the Lytton report, but rather for Chinese rejection of League intervention and their motivations for this. A further limitation present is that it does not show how the Soviets reacted or how the Chinese responded to the League itself.

Examiner's comments

The purpose is weak for Source C, and value and limitations for Source A could be more incisive – 5 marks.

QUESTION 4

Using these sources and your own knowledge analyze the importance of the Japanese invasion of Manchuria for international relations between 1931 and 1936. (8 marks)

Manchuria was important for international relations between 1931 and 1936 because it not only led to the breakdown of the League of Nations, but also because it shaped future alliances.

Source B shows that Japan set an example for other aggressor nations by taking advantage of the League of Nations and disregarding her orders. It showed that the League would bow to powerful nations that used aggression as a means of achieving their goals. This meant that in 1935, when Mussolini sent troops to Abyssinia and the League was asked to intervene, Italy knew she faced no serious threat. The League did not take any action against Japan because she had no military and no power to employ an economic weapon. Although it attempted to set an embargo on Italy after Abyssinia as it had attempted to be 'simple and direct in its conclusions' (Source A) with Japan, Mussolini followed Japan's example of ignoring League mandates. Hence, the Manchurian crisis set the scene for future international relations because war became a viable form of diplomacy and the League could not interfere – it led to the breakdown of the League of Nations as a whole.

The Manchurian crisis also shaped international relations because it 'added further confusion' (Source A) to the situation in the Far East by destroying Sino-Japanese relations. It was clear that Japan 'had no intention of isolating Manchuria' (Source D) and that expansion into China was their main goal. Japan in general was isolated from the West because nobody had any insight into 'the Japanese frame of mind' and her actions made her known as an aggressor to the League of Nations. East-West relations suffered enormously, and even China distanced herself from the 'imperialist robbers' (Source C) of the West. Thus, while the League had initially been intended by Wilson to ensure peace between countries, it separated the rift between East and West. This is confirmed by Source E, which states that the United States began to distrust Japan due to her inconsistency and lies about her 'territorial ambitions in Manchuria.'

The Manchurian crisis played a large role in international relations after 1931 because it began the breakdown of the League of Nations. Even though the League



was finally gaining more members, Manchuria showed countries that they would not be punished for any aggressive action they took. Thus, Italy and Russia followed suit. This led to the League losing prominent members such as Japan after the Manchuria Crisis, Italy after Abyssinia, and Russia after the Winter War. She was no longer capable of stopping war. Furthermore, the crisis also led to East-West and communist-capitalist strains. Britain and France were no longer trusted by the East and by Italy for their indecision and inability to take action, and the United States no longer trusted Japan. China began seeking relations with Russia to strengthen her alliances. Manchuria was the beginning of a breakdown of order that would lead to World War II.

Examiner's comments

Jerome has used all the sources and some of his own knowledge, even when he has gone outside the dates identified in the question and part of his answer is irrelevant. This would give him 7 marks. Jerome's answer scored 23/25 and is a clear Grade 7 response.

REVIEW SECTION

This chapter has introduced you to the Source Paper and has discussed how historians use sources. You have also been shown the various types of sources and questions you can expect to see in an IB History Paper 1 examination. Finally, this chapter has analyzed some student sample answers to see what was answered well and what could have been improved to score higher marks. In the following chapters, you will be introduced to the three Prescribed Subjects for your examination. As you read through them, try to use the 'five questions' wherever possible to help you analyze any source.