



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Exemplar for Internal Achievement Standard

History Level 3

This exemplar supports assessment against:

Achievement Standard 91434

Research an historical event or place of significance to New Zealanders, using
primary and secondary sources

An annotated exemplar is a sample of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade.

New Zealand Qualifications Authority
To support internal assessment

Grade: Achieved

For Achieved, the standard requires students to research an historical event or place of significance to New Zealanders, using primary and secondary sources.

This involves preparing a research proposal that explains the importance of the topic proposed, developing a focusing question, identifying specific possible sources through preliminary readings, and selecting sufficient relevant historical evidence from both primary and secondary sources to enable comprehensive analysis of an historical place or event. This evidence needs to be fully referenced, annotated (covering aspects mentioned in EN4), and organised. Finally, an evaluation of the research process is required.

This student has provided a short and somewhat general extract on the importance of the Cambodian Genocide to New Zealand. Following preliminary reading, in which they have specifically identified possible sources and how they might be useful, the student has formulated a question looking at the extent to which Pol Pot's actions and methods impacted on Cambodian society.

The student has selected evidence from primary and secondary sources. In total, the student used 6 sources, 2 of which were primary sources, while several of the secondary sources also contained primary evidence that was engaged with by the student. These were adequately referenced. Most of the selected sources were rich, quality sources of appropriate complexity for curriculum level 8.

Across the evidence, annotations assess the source as a historian. This includes considering relevance to the focus question, perspectives, bias and potential limitations, and corroboration of the ideas in the sources.

The evaluation explains the strengths and weaknesses of the research, and basic links are made between these and the reliability and validity of the findings. Comments regarding the range of perspectives captured, the corroboration of evidence, the use of primary evidence, and changes made to the focusing question, all demonstrate the student's ability to evaluate the research process and findings at the depth expected at level 8 of the curriculum.

For Merit, the standard requires analytical and critical annotations that assess the reliability of the evidence. While the student provided some comments that began to reflect the depth of critical assessment required (for example, acknowledging the limitation of a single person's experiences, or how the continued trauma from the genocide may prevent the free sharing of experiences with journalists or 'outsiders'), further instances are required where the comments go beyond being explanatory or evaluative in nature.

Extract:

The Cambodian Genocide took place between 1975–1979 and is significant for New Zealand. We played a part in the humanitarian response and some New Zealanders were even victims of the genocide. New Zealand strongly condemned the Khmer Rouge regime's atrocities, which led to the deaths of nearly two million people. After the genocide New Zealand played a role in international refugee resettlement, welcoming Cambodian refugees to Aotearoa.

New Zealanders should study the Cambodian Genocide to understand the consequences of political dictatorships, human rights abuses, and the impact of war on innocent civilians. By studying the genocide, New Zealanders can appreciate the resilience of Cambodian communities, including those who have resettled in New Zealand, enriching our country's cultural diversity. This knowledge helps ensure that history is remembered.

Preliminary reading:

Beyond the Killing Fields Voices of Nine Cambodian Survivors in America Usha Welaratna (1993)	This would be a helpful primary source to gain first-hand accounts of how the Pol Pot actions impacted and affected Cambodians at the time. These survivors talk of the things they witnessed, the death of their loved ones and the desecration of their culture. These accounts are very personal, capture the emotion and experiences of the 9 individuals and many of their experiences corroborate with the others people interviewed.
https://www.nzherald.co.nz/nz/daughter-of-a-nearly-executed-cambodian-refugee-becomes-gp-in-south-auckland/HDH3QRINW3Z7RPLDJVGDH ZLW6A/#google_vignette	This newspaper article talks about a Dr in NZ whose father was nearly killed in the genocide, it tells of the types of things that occurred in her homeland under the regime of Pol Pot.
https://cla.umn.edu/chgs/holocaust-genocide-education/resource-guides/cambodia	This website is dedicated the Cambodian Genocide. It gives a broad overview of the genocide that will helpful in giving me a basic understanding but also gives me links of other resources I could use. A broad overview like this is often useful as a starting point in research.
[...]	

FQ: To what extent did Pol Pot's actions and methods have an impact on Cambodian society?

Source 1: Kiernan, Ben (2004). The Cambodian Genocide, 1975-1979. A Century of Genocide Critical Essays and Eyewitness Accounts. Samuel Totten et al, Ed. New York, Routledge: 338-373.

5. Victims


5.1 Genocide against a religious group

① Pol Pot's government tried to eradicate Buddhism from Cambodia. Eyewitnesses testify to the Khmer Rouge massacres of monks and the forcible disrobing and persecution of survivors. Out of a total of 2,680 Buddhist monks from eight of Cambodia's 3,000 monasteries, only 70 monks were found to have survived in 1979.⁶ There is no reason to believe these eight monasteries were atypical. If the same death toll applied to the monks from all the other monasteries, fewer than 2,000 of Cambodia's 70,000 monks could be said to have survived.

② Statistics show that to an extent his goal did succeed because ~~the~~ Buddhist monks were almost gone.

③ He achieve this goal rough the methods he used?

80



Pol Pot, 1978
Source: Documentation Center of Cambodia. Photo: Elizabeth Becker

this backs up what the source is saying.

④ 'Monks have disappeared from 90 to 95 per cent.... Monasteries... are largely abandoned. The foundation pillars of Buddhism... have disintegrated. In the future they will dissolve further. The political base, the economic base, the cultural base must be uprooted.'
A CPK Centre document dated September 1975

⑤ Buddhism was eradicated from the face of the country in just one year by early 1977, there were no functioning monasteries and no monks to be seen anywhere in Cambodia.

5.2 Genocide against ethnic groups

The largest ethnic minority groups in Cambodia before 1970 were the Vietnamese, the Chinese, and the Muslim Cham. Unlike most other Communist regimes, the Pol Pot regime's view of these and the country's 20 other national minorities, who had long made up over 15% of the Cambodian population, was virtually to deny their existence. The regime officially proclaimed that they totalled only 1% of the population. Statistically, they were written off.

⑥

⑦ their physical fate was much worse. The Vietnamese community, for example, was en-

Quote from the time that it was happening

because Buddhism was eradicated in just one year it shows that pol pots methods worked to quite a good extent in this particular region.

what methods were used to eradicate Buddhism?

A method used the method to eradicate ethnic groups in Cambodia was to deny their existence!

because there were monks still alive after the genocide this statement shows that may be fear ~~stopped~~ was also a factor of the declining population of monks.

Source: *UNIVERSITY OF CALIFORNIA, BERKELEY*

tirely eradicated. About half of the 450,000-strong community had been expelled by the United States-backed Lon Nol regime in 1970 (with several thousands killed in massacres). Over 100,000 more were driven out by the Pol Pot regime in the first year after its victory in 1975. The ones who remained in Cambodia were simply murdered.

In research conducted in Cambodia since 1979 it has not been possible to find a Vietnamese resident who had survived the Pol Pot years there. However, eyewitnesses from other ethnic groups, including Khmers who were married to Vietnamese, testify to the fates of their Vietnamese spouses and neighbours. What they witnessed was a campaign of systematic racial extermination.⁸

The Chinese under Pol Pot's regime suffered the worst disaster ever to befall any ethnic Chinese community in Southeast Asia. Of the 1975 population of 425,000, only 200,000 Chinese survived the next four years. Ethnic Chinese were nearly all urban, and they were seen by the Khmer Rouge as archetypal city dwellers, and as prisoners of war. In this case, they were not targeted for execution because of their race, but like other evacuated city dwellers they were made to work harder and under much more deplorable conditions than rural dwellers. The penalty for infraction of minor regulations was often death. This basically constituted systematic

⑧ methods pol pot used to eradicate ethnic groups was murder which could have been straight to the killing fields or in the interregional prisons.

⑨ research proof but pol pot's methods worked to eradicate the vietnamese ethnic population.

⑩ also proof from 2nd person perspective. Because that testimony is coming from actual survivors then I would say it is more reliable. e.g. people could have legally changed their ethnicity in fear of being murdered. this would show that pol pot didn't achieve his goals.

⑪ method used they weren't targeted though? But they were used to achieve Pol Pot's goal of an agrarian society. did pol pot achieve that goal though?

⑫ discrimination predicated on geographic or social origin. The Chinese succumbed in particularly large numbers to hunger and to diseases like malaria. The 50% of them who perished is a higher proportion even than that estimated for Cambodia's city dwellers in general (about one-third). Furthermore, the Chinese language, like all foreign and minority languages, was banned, and so was any tolerance of a culturally and ethnically distinguishable Chinese community. This, in essence, constituted being destroyed 'as such'.

⑬ The Muslim Chams numbered at least 250,000 in 1975. Their distinct religion, language and culture, large villages, and autonomous networks threatened the atomised, closely supervised society that the Pol Pot leadership planned. An early 1974 Pol Pot document records the decision to 'break up' the Cham people, adding: 'Do not allow too many of them to concentrate in one area'. Cham women were forced to cut their hair short in the Khmer style, not wear it long as was their custom; then the traditional Cham sarong was banned, as peasants were forced to wear only black pyjamas. Ultimately, restrictions were placed upon religious activity.

⑭ 'Our Cham leaders were dismissed in 1976, and replaced by Khmers. We were not allowed to speak Cham. Only the Khmer language was allowed. From 1977, they said: 'There are no Vietnamese, Chinese, Javanese [Chams and Malays] — only the Khmer race. Everyone is the same.' Nap Gna, a minority Cham Muslim woman

⑮ shows a method of brainwash (propaganda) used to achieve his goal. quote that backs up what the source is saying.

⑯ In 1975, the new Pol Pot government turned its attention to the Chams with a vengeance. Fierce rebellions broke out. On an island in the Mekong River, the authorities attempted to collect all copies of the Koran. The villagers staged a protest demonstration, and Khmer Rouge troops fired into the crowd. The Chams then took up swords and knives and slaughtered half a dozen troops. The retaliating armed forces massacred many and pillaged their homes. They evacuated the island, and razed the village, and then turned to a neighbouring village, massacring 70% of its inhabitants.

⑰ Soon after, the Pol Pot army forcibly emptied all 113 Cham villages in the country. About 100,000 Chams were massacred and the survivors were dispersed in small groups of several families. Islamic schools and religion, as well as the Cham language, were banned. Thousands of Muslims were physically forced to eat pork. Many were murdered for refusing. Of 113 Cham hamlets, or community leaders, only 20 survived in 1979. Only 25 of their 226 deputies survived. All but 38 of about 300 religious teachers at Cambodia's Koranic schools perished. Of more than a thousand who had made the pilgrimage to Mecca, only about 30 survived.⁹

⑱ The toll goes on. The Thai minority of 20,000 was reportedly reduced to about 8,000. Of the 1,800 families of the Lao ethnic minority, only 800 families survived. Of the 2,000 members of the Kola minority, 'no trace... has been found'.¹⁰

⑲ method is banning religions and languages to get rid of ethnic groups. goal

⑳ Did he have any consequences? If these languages were spoken.

㉑ consequence

㉒ stats

Annotation:

This source is a secondary source that is written by Ben Keirnen. It is a chapter from a book called, 'Centuries of Genocide' which was first published in 2012. Although this is a secondary source, it does contain primary sources such as quotes and photos from the time of the genocide.

Because this author is American, it can only provide the American perspective, however they have made good attempts to include a range of perspectives. Having these primary sources included in this source, increases the reliability of the source by including the Cambodian perspective and the Cambodian perspective at the time. It provides deeper insight and information that we know is truthful, from eye witnesses of the genocide.

This source helps me answer my focus question as it gives statistical evidence into how Pol Pot's methods affected the population of Cambodia, specifically the ethnic groups and what methods Pol Pot used to get rid of them to create that classless society. This tells me how Pol Pot and his regime, religiously impacted the Cambodian society, but it also tells me that to an extent he did achieve his goals as it shows a great decline of Buddhist monks in the society, eradicating the religion to an extent from Cambodia which was one of his ultimate goals to creating the society he wanted.

This source gives us further statistics that can show to what certain extent he achieved this goal. He says that 'fewer than 2,000 of Cambodia's 70,000 monks could be said to have survived.' (see highlight 3) Although that may be unreliable, a quote that is added to this source backs up what was written, saying "Monks have disappeared from 90 to 95 percent...Monasteries...are largely abandoned" (see highlight 4)

This quote was produced in 1975, right in the first year of the genocide. This tells us that maybe one of Pol Pot's biggest goals was to get rid of Buddhism from Cambodia and that Pol Pot's methods worked to a high extent because it was eradicated so fast.

Source 2: Dith Pran (Ed.). (1997). *Children of Cambodia's Killing Fields: Memoirs by Survivors*. Yale University Press

grew up with and loved dearly. At the time we didn't realize how high the price was that we had to pay for the Khmer Rouge's peace.

The Khmer Rouge were very clever and brutal. Their tactics were effective because most of us refused to believe their malicious intentions. Their goal was to liberate us. They risked their own lives and gave up their families for "justice" and "equality." How could these worms have come out of our own skin?

Even after our warmest welcome, the first word from the Khmer Rouge was a lie wrapped around a deep anger and hatred of the kind of society they felt Cambodia was becoming. They told us that Americans were going to bomb the cities. They forced millions of residents of Phnom Penh and other cities out of their homes. They separated us from our friends and neighbors to keep us off balance, to prevent us from forming any alliance to stand up and win back our rights. They ripped off our homes and our possessions. They did this intentionally, without mercy.

They were willing to pay any cost, any lost lives

① methods worked to an effective extent because no one believed.

② we know this method worked because other sources tell us about how people died on the way out to the farms to slave.

method

for their mission. Innocent children, old women, and sick patients from hospital beds were included. Along the way, many innocent Cambodians were dying of starvation, disease, loss of loved ones, confusion, and execution. *a method*

We were seduced into returning to our hometowns in the villages so they could reveal our true identities. Then the genocide began. First, it was the men.

They took my father. They told my family that my father needed to be reeducated. Brainwashed. But my father's fate is unknown to this day. We can only imagine what happened to him. This is true for almost all Cambodian widows and orphans. We live in fear of finding out what atrocities were committed against our fathers, husbands, brothers. What could they have done that deserved a tortured death?

Later the Khmer Rouge killed the wives and children of the executed men in order to avoid revenge. They encouraged children to find fault with their own parents and spy on them. They openly showed their intention to destroy the family structure that once held love, faith, comfort, happiness, and companionship. They took young children from their homes to live in a commune so that they could indoctrinate them.

Parents lost their children. Families were separated. We were not allowed to cry or show any grief when they took away our loved ones. A man would be killed if he lost an ox he was assigned to tend. A woman would be killed if she was too tired to work. Human life wasn't even worth a bullet. They clubbed the back of our necks and pushed us down to smother us and let us die in a deep hole with hundreds of other bodies.

They told us we were VOID. We were less than a grain of rice in a large pile. The Khmer Rouge said

3 we know it's reliable that they took men because this person says they took her father

4 method used to achieve Pol Pot's goals. (The Khmer Rouge didn't want people to rebel, so they killed them)

5 method used (using children because they know they are innocent and will listen to anything and anyone)

6 methods (this could create fear which would force people to work harder which is helping to achieve Pol Pot's goal of an agrarian society)

loss."

They accomplished all of this by promoting and encouraging the "old" people, who were the villagers, the farmers, and the uneducated. They were the most violent and ignorant people, and the Khmer Rouge taught them to lead, manage, control, and destroy. These people took orders without question. The Khmer Rouge built animosity and jealousy into them so the killings could be justified. They ordered us to attend meetings every night where we took turns finding fault with each other, intimidating those around us. We survived by becoming like them. We stole, we cheated, we lied, we hated ourselves and each other, and we trusted no one.

The people on the Khmer Rouge death list were the group called the city people. They were the "new" people. These were any Cambodian men, women, girls, boys, and babies who did not live in their "liberated zones" before they won the war in 1975. Their crime was that they lived in the enemy's zone, helping and supporting the enemy.

The city people were the enemy, and the list was long. Former soldiers, the police, the CIA, and the KGB. Their crime was fighting in the civil war. The merchants, the capitalists, and the businessmen. Their crime was exploiting the poor. The rich farmers and the landlords. Their crime was exploiting the peasants. The intellectuals, the doctors, the lawyers, the monks, the teachers, and the civil servants. These people thought, and their memories were tainted by the evil Westerners. Students were getting education to exploit the poor.

methods & (finding reasons to kill)

7
away their methods were achieved

8
a method they used to justify the killings which helps Pol Pot achieve his goal because he wouldn't kill without a reason, so if there's no reason, there's no killings which would then mean Pol Pot would not achieve his goals.

with our hands. These people were corrupted and lived off the blood and sweat of the farmers and the poor.

Very few of us escaped these categories. My family were not villagers. We were from Phnom Penh. I was afraid of who I was. I was an educated girl from a middle-class family. I could read, write, and think. I was proud of my family and my roots. I was scared that they would hear my thoughts and prayers, that they could see my dreams and feel my anger and disapproval of their regime.

I was always hungry. I woke up hungry before sunrise and walked many kilometers to the worksite with no breakfast. I worked until noon. My lunch was either rice porridge with a few grains or boiled young bananas or boiled corn. I continued working till sunset. My dinner was the same as lunch. I couldn't protest to Angka, but my stomach protested to me that it needed more food. Every night I went to sleep dirty and hungry. I was sad because I missed my mom. I was fearful that this might be the night I'd be taken away, tortured, raped, and killed.

[I wanted to commit suicide but I couldn't. If I did, I would be labeled "the enemy" because I dared to show my unhappiness with their regime.] My death would be followed by my family's death because they were the family of the enemy. My greatest fear was not my death, but how much suffering I had to go through before they killed me. They kept moving us around, from the fields into the cities. This shows that the method they used to stop people that killed themselves. of course people wouldn't want this so it stopped people killing themselves.

9
a proof of fear which helped Pol Pot achieve his desired society because people would just go along with the rules out of fear of being killed.

10
stopped people from killing themselves because the Khmer Rouge needed workers.

his overall helped Pol Pot achieve his goals because - kept his workers alive allowing that this shows that the method they used to stop people that killed themselves. of course people wouldn't want this so it stopped people killing themselves.

[Two further pages were provided and annotated]

Annotation

This source is a primary source that is a part of a book of people's personal experiences under the Khmer Rouge, the chapter is called Worms of our skin and recounts the memories of a woman named Teeda Butt Mam.

This source gives a personal experience of a woman who was only 15 years old when the Khmer Rouge gained power. This source helps me answer my focus question because it gives a different perspective from someone who actually lived these experiences that the other sources have told me. This source gives me insight into what methods Pol Pot used to achieve his goals of creating specifically an agrarian society because this personal experience focuses on what happened in the rice and wheat fields during the Khmer Rouge.

It tells me that Pol Pot used propaganda to evacuate people to the fields to start his work on creating an agrarian society. I know that this information is reliable because other sources say the same thing about people walking along the highways towards the fields and dying on the way. This source further explains how Pol Pot actually was able to achieve this and keep these methods going for so long. The information about how the regime prevented alliances forming by keeping his victims isolated, was also seen in Source 4.

There are some limitations to this source. Everyone's experiences would be different from another's. This source only gives insight into one experience. This limits the information because it doesn't give me things like stats or other people saying the same things to back up what this author is saying. This source is only giving me insight into a tiny snippet of life under the Khmer Rouge compared to the bigger picture. This person could also have trauma from this life and may not be recounting things to what it was exactly which could make this source more unreliable, giving me misinformation or not enough information.

Source 3: Time magazine, 40 Years After the Fall of the Khmer Rouge, Cambodia Still Grapples With Pol Pot's Brutal Legacy: <https://time.com/5486460/pol-pot-cambodia-1979/> accessed on 15/4/2023

What happened when the regime fell?

The Khmer Rouge's formal control came to an end when Vietnam invaded the capital on Jan. 7, 1979. But even then, the Khmer Rouge was seen by many in the West as a powerful challenge to Vietnamese influence in Cambodia, and maintained support and military assistance from the U.S. and other Western countries. (1)

1979-1990, the Khmer Rouge held onto its seat in the U.N. General Assembly, and was recognized as the only legitimate representative of Cambodia. When Pol Pot died in 1998, he was only just about to face the possibility of trial before the world.

Today, many former Khmer Rouge personnel remain in power (2) even today they still remain in power. including Prime Minister Hun Sen. In power since 1985, the leader of the communist Cambodian People's Party is now the longest-serving prime minister in the world. Cambodia's democracy has never been fully free and open, as TIME has reported; Hun Sen recently won re-election in a vote that has been criticized for a major crackdown on opposition and attacks on the press. that they are still not able to have a long lasting impact just not in the way they wanted/pol Pot wanted.

How is the legacy of the Cambodian genocide felt today?

As one of the worst mass killings of the 20th century, the genocide's legacy still haunts Cambodia in a number of ways. Cambodia historian David Chandler says that, as time wears on, Cambodians are steadily overcoming the trauma. "It's all moving slowly into the past," he says. Cambodia is a young country, with nearly half its population under the age of 24. (3) Most Cambodians have no direct experience of the conflict. Those who remember it would be in their 50s or older — which less than 10% of the population are. (4) At least in that regard, Chandler says, the "legacy of the genocide is extremely limited." (5) to an extent pol pot achieved his aims because this is proof that all the intellectuals were killed off leaving a classless society in terms of age (no one is superior)

But politically, it's a different story. "From the very moment that the Khmer Rouge fell in January 1979, their legacy has been politicized." (6) there is not many people to recollect on their experiences.

mass flight into what's familiar — into tradition, into Buddhism, into conservatism, a very risk-averse view of politics."

That idea extends to attitudes toward the atrocities committed by the Khmer Rouge. According to Strangio, the government's grip over information has "inhibited the achievement of some kind of objective understanding of what happened." That means even more time will need to pass before the nation can even really begin to come to terms with its history. (6)

(7) "It's very hard within Cambodian politics to have an open and honest free conversation about who the Khmer Rouge is," he says. "It will take the passing of this political generation before people will be able to have one of these conversations." (8)

its still very not talked about in Cambodia. so it is not understood.

Annotation

This is a secondary source which is an article from 'time'. This source is created to inform about after the fall of the regime and how the regime affects Cambodia today. This source is relevant for my focus question because it goes into detail about the impact of Pol Pots actions and methods on Cambodias society both today and just after the fall of the genocide.

This source gives information into what occurred after the fall of Pol Pot's regime and what legacy it has left on Cambodians society today. Because this source is a secondary point of view from a journalist. The journalist's name is Casey Quackenbush. She is based in New York. This will give us an American perspective which tells me that the Cambodian perspective will be missing. This may cause limitations to some information.

This source helps me answer my focus question because it gives me an understanding of how the Khmer Rouge and Pol Pot still affect Cambodian society today, in a historical way. The fact that it's not normal to talk about their history or maybe it is fear that holds them back. Which overall tells me that Pol Pot still affects the people of Cambodia today in an emotional way. Another quote fro my 4th source can back this up saying, " limited public information and lack of an open, nationwide dialogue about the past." Because there are multiple sources that repeat similar information, it tells me that this source and what this source is saying is reliable.

Evaluation

Some successes that I encountered during my research process were finding secondary sources that provided me with lots of statistics. For example, some of my sources provided me statistics and numbers on how the population of Cambodia was impacted during and after the genocide. Specifically my first source which stated numbers of minority groups population and how they were impacted. For example it says, "of the 1975 population of 425,000, only 200,000 Chinese survived the next four years." This made my research process more successful as it provided more reliable information even if it was part of a secondary source. I found that because of this information being provided, I could also relate it back to other primary sources to check the reliability. For example, one of my secondary source (source 5) said, "if three people gathered or talked, they could be accused of being enemies and arrested or executed." This was from my secondary source, and then one of my primary source, backs this up saying, "The Khmer Rouge built animosity and jealousy into them so the killings could be justified." Being able to correlate these two sources to validate what they were both saying was a success I encountered during my research.

Another successes was finding primary sources that were recollections of the genocide from eye witnesses the provided depth, emotional connection and evidence of the impact the genocide had. With using primary sources that are recollections from eye witnesses, there are some things we need to be cautious about. When people have gone through major events like this, there is a lot of trauma. This could affect their memories. Another limitation from using primary sources like these is that people may not feel comfortable/ may not want to re live and tell the story of the genocide. This could lead to missing information which could then lead to miss interpretation of the source. Therefore, when using sources like these, we need to take into consideration these limitations. We also need to be cautious with recollections of first hand experiences because what happened to one person, may not have happened to someone else. Primary sources like these only provide one perspective and may not take into account the Cambodian society's perspective as a whole.

During my research process, after my first 3 sources I found it hard to find more sources that could provide me with more/ different information that would help me answer my focus question compared to what I had already annotated. For example, my first question that I had made first was "to what extent did Pol Pot's methods work to create an agrarian classless society?" This focus question worked for me well for the first few sources as it allowed me to focus on what methods Pol Pot had used and if those methods seemed to have worked in this society today. As my research went on, I found that this question did not allow me to answer in depth and limited what I could answer and focus on when annotating my sources.

I then changed my focus question to "to what extent did Pol Pot have an impact on Cambodian society?" The change of my focus question then allowed me to have a wider range of what I was focusing on and what I could include in my annotation. I found that this focus question allowed me to go more in depth into my source and be able focus on both how and to what extent Pol Pot achieved his aims but also allowed me to look at how his methods and his actions used during the genocide, affected cambodian society today and also how it affected Cambdoian society during the genocide.

I was able to gain different perspectives, such as the Cambodian perspective, as well as different perspectives inside the Cambodian perspective, this was a strength of my research. Such as my 4th source which gave two opinions on the Khmer Rouge and their regime, one for it and one against it. For example, one of the perspectives is a woman named Mao Saroeum and she says, "He left us nothing but pain and family separation." compared to the other perspective in this source which is a woman named Yong Moeun who says, "I know that he couldn't control everything and to identify all who were good and who was bad."

Having my new focus question allowed me to look into both of these perspectives and look at how Pol Pot affected the society of Cambodia in different ways for each different person. I found that lots of sources that I had come across were from the American perspective by American authors, who had only written their reports and books a long time after the genocide had actually happened. Because these perspectives seemed to always come from Americans, it created issues with reliability because I wasn't seeing much of the Cambodian perspective throughout my sources.

Another strength that I found during my research was being able to get sources from the Auckland library which broadened my research because it allowed me to have access to sources that I would not have been able to find online, for free. For example my second source, which is a book called 'Children of Cambodia's Killing Fields' by Dith Pran. This gave me insight into information and recollections that I would not have been able to find online.

These strengths and weaknesses have effects on the validity of my findings.

I found that I did not have enough primary sources. This is likely to impact the validity of my findings because it decreases the reliability of my research as a whole. Having secondary sources that were published long after the genocide would affect the reliability of that source in itself, and then having multiple of those types of sources could have a stronger impact on my research as a whole. For example, my first source was published in 2012, which is likely to impact the validity of the source and my research as a whole, because information can change overtime. Because multiple of my sources were secondary, they were all written by Americans which were portraying the American perspective. For example my first, fifth and even my 6th source (which is primary but still portraying the American perspective), all portraying the American perspective, written by Americans which is limiting the Cambodian perspective. Having Cambodian authors and Cambodian perspectives in my sources would have helped the validity of my research because it would increase the reliability to an extent, as it may have allowed deeper insight and information into the events and after events of the genocide, as well as provided a more personal level to the sources, again increasing the reliability.

Grade: Merit

For Merit, the standard requires students to research, in depth, an historical event or place of significance to New Zealanders, using primary and secondary sources.

In addition to the Achieved requirements, this involves making analytical and critical annotations that include assessment of the reliability of selected evidence.

This student has provided a detailed and insightful extract about the significance and importance of the topic. The extract indicates that quality preliminary reading has occurred, which has also been evidenced by the explanation of how the possible sources identified are useful to the research. Following this, they have formulated a specific and manageable focus question. The depth of the research proposal helps contribute to the overall Merit requirement of 'in-depth' research.

The student has selected evidence from primary and secondary sources. In total, the student used 6 sources, 1 of which was a primary source. However, many of the secondary sources contained rich and detailed primary accounts that were also engaged with by the student. The student has intentionally selected sources that offer a depth, complexity, and diversity of evidence.

There are instances where the annotations are critical and analytical. For example, where the student analyses the impact of, and reasons for, Walker's bias when assessing the reliability of the source. Several of the relevance comments also move beyond an explanation to become analytical. This is particularly seen in source 2, where the comments discuss the destruction of Rangatiratanga and the unique perspective of women in this context. However, most the annotations pertaining to reliability are limited to a discussion of the authors' credentials.

The evaluation considers the strengths and weaknesses of the research, and there is some consideration of the validity of the findings. Some insightful comments are made regarding the diverse range of sources, as well as the maturity and quality of the sources selected and their own impartiality.

For Excellence, the evaluation needs to be more consistently analytical. In some instances, this could be achieved by developing the points further, more explicitly linking them to the validity of the findings, and/or providing more specificity in the examples given. For example, in the first paragraph where the student considers the value of the books she used, she could expand on how the nature of these texts meant that indigenous experiences and perspectives have been well captured, and that the production of texts such as these relies on high level archivists, historians and often translators, which improves the validity of the findings.

In addition, a deeper understanding of how a historian assesses the reliability of the source (beyond bias and authorship) could have been beneficial in allowing an Excellence judgement. This might include gaps in the evidence, corroboration between sources, how representative the sources are, and the agenda or motive behind their production.

Establishment of the Native Land Court AS91434



RESEARCH PROPOSAL

ESTABLISHMENT OF THE NATIVE LAND COURT

I am interested in researching the history of the establishment of the Native Land Court in 1865. The establishment of the Native Land Court was a result of the New Zealand Wars of the nineteenth century. The New Zealand Wars were a series of wars between Maori and the New Zealand colonial government. These wars were primarily over British settlement, land ownership and sovereignty, the concept of a British monarch versus Maori chiefs. These wars prompted many movements from Maori and British forces e.g. the Maori Kingitanga movement and the 1862 Native Lands Act which created the Native Land Court. The establishment of the Native Land Court is a significant piece of New Zealand history as the effects are still felt today in the difference of Maori and Pakeha land ownership and wealth e.g. in 2021 the median Pakeha had 151 thousand dollars in wealth while the median Maori had 42 thousand.

The Native Land Court was established in 1862 to identify ownership interests in Maori land and introduce individual ownership titles of land, dissolving the Maori concept of communal ownership of land by iwi. The different views and value of land to Maori and Pakeha was a common disparity between the two parties - Maori viewed land as a part of their identity. Land is sacred or tapu, having strong connection to ancestors - they believe that the land does not belong to them, but rather that they belong to the land. It is the land, Papatūānuku, the source of all life that gives them all the resources they need. Pakeha on the other hand do not have such spiritual connection to land and view it as more of an opportunity for profit - land should be used to turn into something. Pakeha's failure to accept Maori collective ownership and culture in terms of land influenced them into creating the Native Land Court. The Native Land Court essentially freed up more land for settlers to purchase and made it much easier to do so. Since the court individualized Maori land titles, it did not uphold the Maori custom of communal ownership, causing much conflict within iwi when selling land was not consulted with all the owners of the land. The court was predominantly Pakeha controlled, only had Pakeha judges and was based on the settlers legal system. This made it difficult for Maori to understand what was going on during cases as they did not understand the British legal system or even their language, further making it easier for Pakeha to gain ownership of land.

POTENTIAL SOURCES

O'Malley, Vincent. 'Voices from the New Zealand Wars', 15-Nov-21

A collection of first-hand accounts of the New Zealand Wars of the mid-nineteenth century from Maori and Pakeha. Full of primary accounts, this book offers multiple perspectives from both main groups involved in the Native Land Court, making it a valuable source for finding out the feelings of both Maori and Pakeha - some accounts are full of emotion. This source offers detailed perspectives from both Maori and Pakeha on the Native land court and race relations, making it a useful and rich source for me to use in my investigation.

Walker, Ranginui. 'Ka Whawhai Tonu Matou - Struggle Without End', 3-Nov-04

A Maori perspective of the past two centuries of New Zealand history. Detailing the Maori struggle for justice, equality and a place for their culture post colonialism. This will be a useful potential source as it offers a uniquely Maori point of view on the events of New Zealand history and goes into depth on Maori feelings on the Native Land Court. This will be quite useful in answering my focus question as it has lots to do with how Maori felt about the Native land court and their experiences with it, hence why a source which revolves around Maori viewpoint will be extremely valuable in my research.

Ray, William. 'Season 2 Ep 6: Native Land Court', RNZ, 24-Oct-22, URL:

<https://www.rnz.co.nz/programmes/the-aotearoa-history-show/story/2018844576/season-2-ep-6-native-land-court>

A podcast episode from the 'Aotearoa History Show' available on RNZ. This podcast episode speaks specifically about the Native land court and the entire history of it, how it came into existence, how the court worked and how it impacted Maori. This source is another source which contains inherent bias and speaks mainly of Maori feelings towards the court. I do feel this source will be useful in answering my focus question however, as my question is about how Maori were impacted and so I feel a source like this, presented by Maori individuals will bring a modern yet valuable aspect to my research.

Paterson, L. Wanhalla, H. 'He Reo Wahine - Maori Womens Voices From the Nineteenth Century', Auckland University Press, 21-Aug-17.

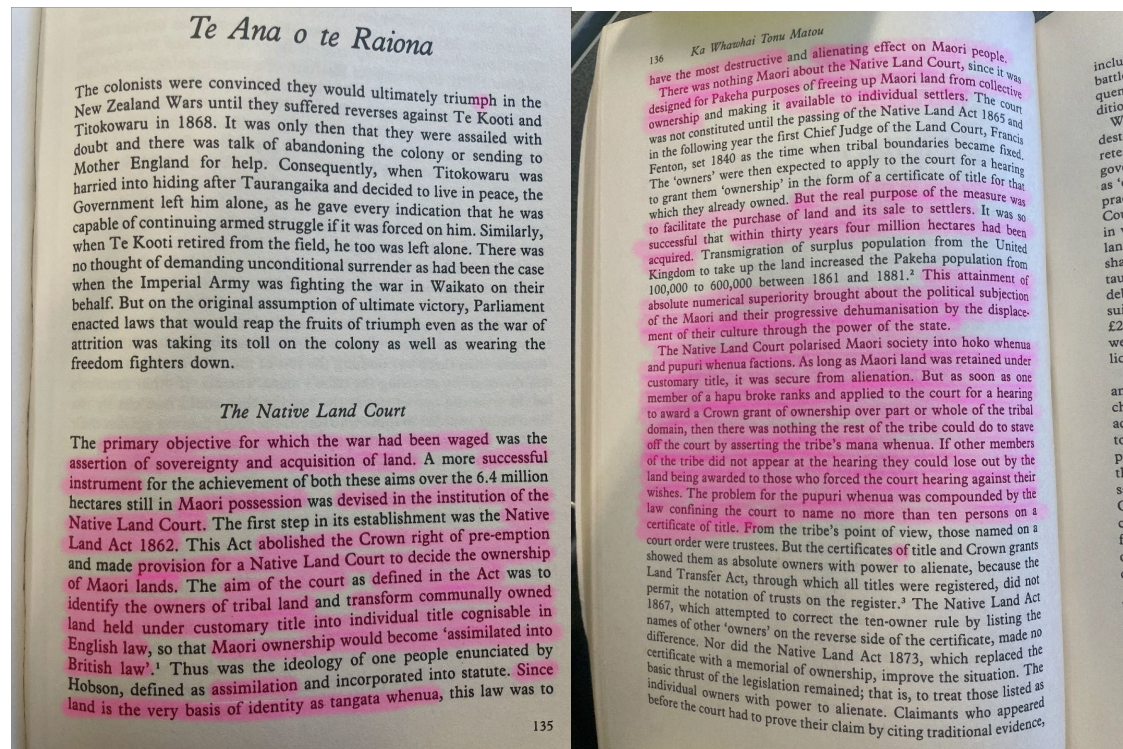
A book full of first hand letters and testimonies written by Maori women present during nineteenth century colonial Aotearoa. I believe that this will be an extremely interesting and unexplored aspect of the New Zealand land court. Maori women, although key owners of much Maori land during the nineteenth century, have not had their voices or experiences heard nearly as much as the men involved in the conversation of the Native Land Court. This is why I believe this source will be a significant and refreshing addition to my research folder.

FOCUS QUESTION

To what extent did the native land court impact Maori relationship with the whenua?

SOURCE ONE: '*Ka Whawhai Tonu Matou - Struggle Without End*' Walker, R. Penguin Books (2004). [Book]

Date Accessed: 14/03/23



This source is an extract from the historical book '*Ka Whawhai Tonu Matou - Struggle Without End*', written by esteemed New Zealand academic and author, Dr Ranginui Walker. Walker's academic career in Maori studies particularly leads me to believe that this is an extremely reliable source as he will have a broad knowledge on Maori history and that will reflect in his work, such as this source. However, I also believe that this may be a potential limitation of this source, the author only having a Maori standpoint and not taking into account the other major party involved in the Native Land Court - the British settlers. He may have an inherent bias toward Maori.

This will be useful in answering my focus question because it provides examples of why the court was established in the first place, giving insight into how it impacted Maori relationships with their land and iwi. The court made British claiming of Maori land much simpler which is useful in answering the focus question as the loss of Maori land ownership and ease at which the British could take their land would greatly impact their relationship with the whenua. This is because Maori view land as a part of their identity and very sacred or "tapu" as much of it is ancestral. The loss of their land was a loss of their identity and connection to ancestors too.

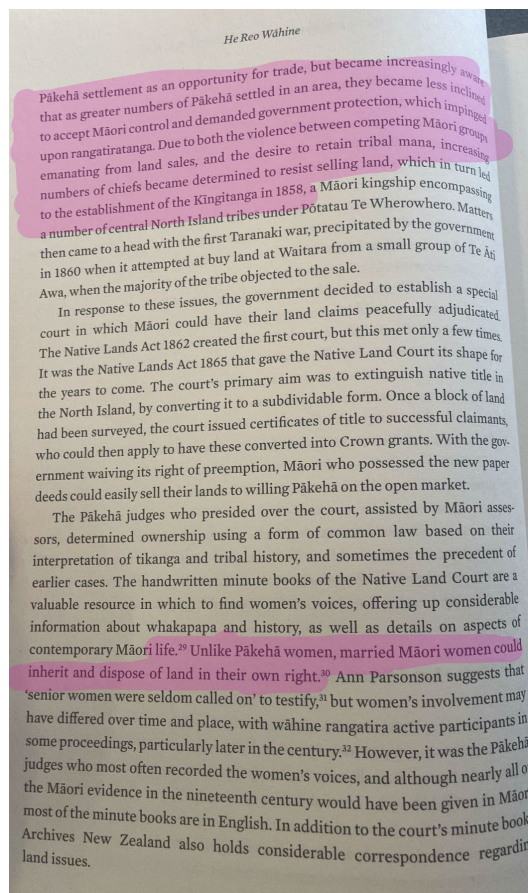
This source also goes into depth about how the native land court impacted Maori customs, specifically

in terms of ownership title. In Maori tradition, ownership titles are not limited to one person, but can be owned by entire iwi and hapu. British settlers expected Maori to simply abandon their culture and submit to colonization, another way in which Maori relationship to their whenua was greatly negatively affected by the native land courts establishment. It is clear that Ranginui Walker wanted to place great emphasis on how Maori were negatively affected by the native land court as throughout the source he uses words such as “destructive”, “alienating” and “dehumanization” to describe how the native land court operated against Maori.

I believe that the strong and passionate language Ranginui used throughout this source and the primarily Maori perspective clearly proves that this source involves inherent bias. This may be due to Ranginui's Maori heritage and potential access to oral histories when it comes to New Zealand history - oral histories which many of us do not have access to. Ranginui appears to have a deep understanding of how severely Maori relationship with their whenua and whakapapa was damaged by the native land court. Although I can recognise that this source contains inherent bias, I do not consider it to be any less valuable. Infact, I think the biased and profoundly emotive language used by Ranginui in this source adds to its richness and gives insight into Maori perspective, making it highly relevant to my focus question.

SOURCE TWO: *'He Reo Wahine - Maori Womens Voices From the Nineteenth Century'* Paterson, L. Wanhalla, H. Auckland University Press. (2017).

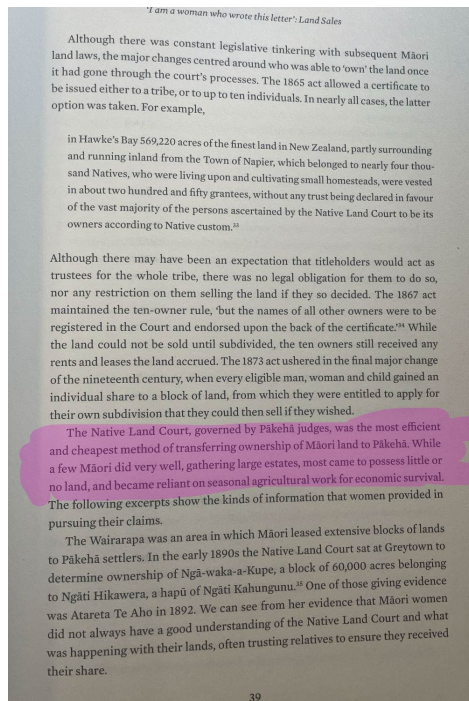
Date Accessed: 15/03/2023



'He Reo Wahine - Maori Womens Voices From the Nineteenth Century' is a secondary source which offers a largely unheard perspective on the native land court - Maori women. In 19th century Aotearoa, many Maori

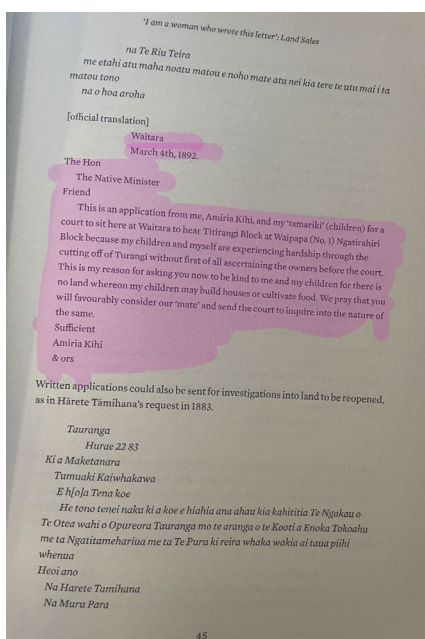
women owned land¹, yet their opinion on the native land court and its impact on them seems to have been swept under the rug over time. This is a historical book which contains many first hand primary accounts from Maori women of the time.

This source was co-written by Professors Lachy Paterson and Angela Wanhalla. Both Paterson and Wanhalla are reputable New Zealand historical authors and professors at the University of Otago. The works and distinguished careers of the authors leads me to believe that this is an extremely reliable source.



The highlighted information I have extracted from the source explains that as Pakeha began to successfully claim Maori land and sovereignty, their empathy towards native Maori became lesser in the way that they stopped taking into account Maori culture and lifestyle. This demonstrates how the Maori concepts of iwi and hapu were diminished by the native land court. Rangatiratanga is the Maori right to own and rule oneself, and this source explains that the native land court allowing pakeha to easily steal Maori land contributed to the destruction of that.

Another way in which the native land court greatly impacted Maori relationship with the whenua is negatively affecting Maori's spiritual connection to their land. It is the land, Papatuanuku, who provides all that they may need to survive and more. This source implies that this spiritual connection was negatively impacted.

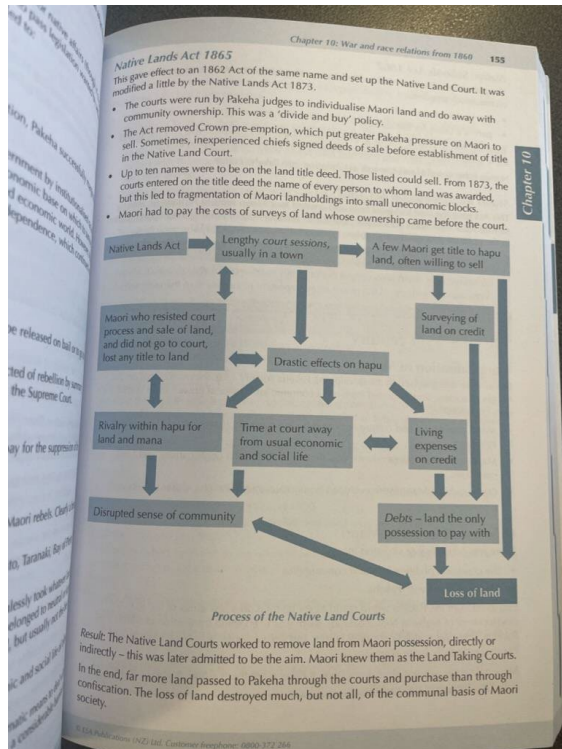


I have selected a particular letter sent from a nineteenth century wahine named Amiria Kihī in 1892. The letter is an emotional plea to the native minister that he may have some empathy and mercy towards her and her children who did not have land (as hers was presumably taken from her unjustly) to provide for themselves. This demonstrates how the native land court put much stress on Maori as they struggled to provide for themselves and their tamariki due to the stealing of their land by the British via the native land court. This would have especially affected Maori women who during the time period were very much responsible for providing for the children. I strongly believe that Maori women's struggle with the native land court *must* be acknowledged.

¹ <https://journal.nzma.org.nz/journal-articles/a-history-of-new-zealand-women>

SOURCE THREE: 'ESA StudyGuide: Level 3 History - New Zealand 1769-1919' Langton, G. Taylor, B. ESA Publications (NZ) Ltd. (2005)

Date Accessed: 20/03/23



This source is a NCEA Level 3 history guide book which was written by New Zealand archivist Graham Langton and Bruce Taylor. I found it difficult to find information on the authors of this book making me question its reliability - making this a limitation of the source. However, the publisher ESA Publications is extremely reputable which slightly improves my confidence in this source's reliability.

This secondary source is a flow on effect diagram which visually portrays ways in which the native land court impacted Maori which is why it is useful in answering my focus question. The native land court prompted much hostility between iwi and hapu as the 10 owner title rule negated Maori communal ownership. This caused division between the tribes as some owners were willing to sell their land to Pakeha but others were not

In comparison with my other sources, I would say that this is my least useful source in answering my focus

question. This is because it does not offer the same depth and emotional value that my other sources did.

EVALUATION

SUCSESSES AND DIFFICULTIES

One success I had in conducting my research for this internal was the deeply informative and diverse range of sources I was able to gather. I had sources which offered unique and largely unheard of perspectives on the native land courts' impact on Maori relationship with their land. For example, my second source 'He Reo Wahine - Maori Womens Voices From the Nineteenth Century' was a very valuable source to me as I explained in its annotation. I feel this source was a success in the uniqueness it brought to my research. It was emotional and empowering to read, especially as a young woman with polynesian heritage growing up in Aotearoa. Another success of my research was how I branched out when finding my sources. For example, I had to issue my first source 'Ka Whawhai Tonu Matou - Struggle Without End' from the Auckland library as I did not have an available copy at our school library or anywhere else which I could take home to scan thoroughly.

A difficulty I encountered in my research was finding objective sources. Sources one, two and four of mine were inherently biased towards Maori to some extent. I do think this was useful in answering my

focus question as it gave me a deep understanding of Maoris unfiltered feelings on the native land court but I do think it would've added another dimension to my research if I had found one or two more objective sources. I only had one seemingly objective source which was my third source '*ESA StudyGuide: Level 3 History - New Zealand 1769-1919*'. I overcame this difficulty in my research by analyzing my biased sources very carefully, recognising the bias and trying to find value in it as well as its limitations. Another difficulty I encountered was a lack of primary sources. Although I did use secondary sources which contained first hand accounts, e.g. '*He Reo Wahine - Maori Womens Voices From the Nineteenth Century*'. This source had primary sources (letters) from Maori women on the native land court. I used one in my second annotation and found it to be an extremely valuable source.

I do not think that my line of enquiry changed as I progressed in my research. I made a conscious effort during this project to constantly circle back to my focus question (To what extent did the native land court impact Maori relationship with the whenua?) and continue drawing conclusions, assessing relevance of the source to the question etc.

STRENGTHS AND WEAKNESSES

A strength of my investigation into the native land court was the maturity of the sources I used. I tried to use rich and sophisticated sources such as '*Ka Whawhai Tonu Matou - Struggle Without End*' and '*He Reo Wahine - Maori Womens Voices From the Nineteenth Century*'. In the past when doing this internal I have primarily used websites as my sources. A strength of my research this time is my use of books.

A weakness of my research is the imbalance of primary and secondary sources. I technically have no primary sources in my research. This is a weakness because secondary sources may lack historical accuracy as they may have been skewed by modern perspective. Primary sources typically are more authentic in comparison. If I were to do this internal again I would definitely increase the amount of primary sources I used. For example, using an actual native land court document as a source.

Another weakness of my research was my failure to remain impartial at parts of my annotations. For example in one annotation I used the accusing term of "stealing" to describe Pakeha acquiring Maori land which I believe is a result of my inherent bias. Although I think it was important for me to really deeply explore the Maori perspective to answer my focus question, I definitely think I could've approached it from a more objective perspective and maybe even explore British perspectives - just to add more validity and dimension to my research.

VALIDITY

The bias and partiality I had towards the Maori perspective as I've mentioned, negatively impacted the validity of my research as it lacks objectivity and therefore reliability. It very much only emphasizes Maori feelings which is also biased on my part.

Grade: Excellence

For Excellence, the standard requires students to comprehensively research an historical event or place of significance to New Zealanders, using primary and secondary sources.

This involves following a research process, making analytical and critical annotations that include assessment of the reliability of selected evidence, showing initiative in the gathering and selecting of relevant evidence, and evaluating the research process by making analytical comments about the process or findings.

This student has provided a detailed paragraph discussing the importance of Russia's 1917 October revolution. A single focus question has been developed from preliminary reading. They have recorded the details of all sources used, organised the evidence logically using a template, and selected comprehensive evidence from primary and secondary sources. The depth and nature of the evidence provided for the research proposal helps to contribute to the overall Excellence requirement of 'comprehensive research.'

The student provided 10 sources, 4 of which are primary sources and 2 of which are chapters from academic texts. These are engaged with fully, as exemplified by the three sources in this partial exemplar.

Annotations, while longer than what is required, are often critical and analytical, with frequent assessment of the source reliability. These include; consideration of perspectives, bias, the agenda of the source, author expertise, experience and credentials, the gaps in the evidence, consideration of the comparative usefulness of the sources, and corroboration of source material.

Across the full research, the student showed initiative when persevering with difficult sources such as the several items of primary evidence, Trotsky's "The history of the Russian revolution", and other academically challenging texts.

The evaluation makes several analytical comments about the strengths and weaknesses of the research process, with direct consideration of the impact these had on the validity of the findings. The evaluative comments show an awareness of what contributes to valid and balanced research outcomes. This includes discussion of how primary and secondary sources worked in collaboration to allow for depth and breadth in the research findings, how the research methodology may have created an unintentional narrowing of the findings, and the impact of personal bias on the selection of sources.

My historical event or place is The Russian Revolution

Research proposal:

Write a paragraph establishing the importance of the topic and the wider historical context that surrounds it.

This topic is very important as it would be the event which helped to eventually kick off the Cold War. Without this period of revolution in Russia, the country would have remained in a backward, weak position under the Tsarist regime, compared to the rapid industrial growth which had began in Europe a few decades earlier. The revolution stemmed from a multitude of different reasons, including the Tsars ineptitude and inability to change, the backwards state of the Russian economy, and Russia's disastrous involvement in WWI. The revolution was hugely consequential in Russian history, causing a long period of civil war in the years after. Following the Russian Revolution and the state's conversion to communism (or at least attempt at moving towards true communism), Russia split away from the rest of the West under the leadership of Stalin kicking off the Cold War between Russia's communism and the USA's liberalism. This ideological conflict has greatly shaped our world today, with the eventual failure of the USSR cementing liberalisms dominance in the world.

Preliminary Reading

Find 3-4 broad sources about your topic and copy the source information below, as well as a very short summary of key information that you pulled out of the reading to help you formulate your inquiry question

Source Details	Key information/summary
https://alphahistory.com/russianrevolution/october-revolution/	Explains the events of the October Revolution.
Analysing the Russian Revolution - Richard Malone	Complete overview of the events before, during, and after the two revolutions of 1917.
https://www.wikiwand.com/en/Russian_Revolution	Another, slightly more brief overview.

FQ: What political and economic factors in Russia acted as a catalyst for the October revolution?"

Possible Sources of Information

Below include the source details for sources that you intend to use as part of your inquiry. Write down how this source will be useful, providing specific evidence.

October Manifesto	This source will be useful as it displays the
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	undemocratic nature of the Tsarist regime, as well as their inability for change due to opposing pressures of Russian aristocracy and workers.
Emancipation of the Serfs	This source will be useful as it displays the true extent of the backwardness of the Russian economy - had serfdom until very recently in Russian history. The source also explains why the revolution was so hard fought, as the working class and Bolsheviks only made up a minority to the huge amounts of peasants, they were only able to achieve the revolution due to the ineptitude of the Tsar, and the weakness of the Provisional Government.
The April Theses	This source will be useful as it displays the beliefs of Lenin and the Bolsheviks, helping us to understand why the revolution came in the shape that it did. This source combined with the the Soviet order No 1 also helps to show us the crisis of dual authority that Russia found itself in during the period between the two revolutions of 1917.

Source: Primary/Secondary source (Delete one) Author, <u>Title</u> , Date Published Or Author, <u>url</u> , Date Accessed	October Manifesto 1905 Primary source Tsar Nicholas II of Russia, https://www.marxists.org/history/ussr/events/1905/october-manifesto.htm , 27/9/2023
Evidence:	<p>This source is a copy of the reforms made by Tsar Nicholas II following the 1905 revolution in Russia. This period of unrest has been described by Lenin as “The Great Dress Rehearsal”, and attributes many of the successes of the 1917 revolutions to this first attempt.</p> <p>The document starts out by describing the recent unrest around Russia. However the source then states that the Tsar has the “wisdom and authority”, to put the rioting to an end. This framing of the Tsar as the saviour is interesting as the unrest was largely due to the unpopularity and autocratic nature of the Tsarist regime.</p> <p>This document outlines the reforms made following the unrest. The reforms are centred around creating a Duma, or parliament, and extending voting rights in this parliament to all Russian citizens. What the source fails to mention is the absolute power the Tsar would continue to hold following the erection of the Duma, as the Tsar still held veto power, and was able to dissolve parliament at any time he saw fit.</p> <p>This lack of real change coming from these reforms largely contributed to the revolutions in 1917, which finally overthrew the Tsar. This is because while the workers were not the majority in Russia, which is usually required for a workers’ revolution, the Russian people, particularly the</p>

<p>Comparison: How does the evidence in this source compare to others?</p>	<p>peasantry, had been oppressed for long enough to overthrow the Tsar, and when the provisional government did not provide any real progress, they were overthrown too.</p> <p style="text-align: center;">Comparison:</p> <p>The evidence displayed in this source lines up well with my other sources surrounding the fall of the Tsarist regime. The source below, from the Imperial War Museum, points to this autocratic nature of the Tsarist regime as one of the reasons for the February revolution, which would of course flow into the October Revolution. The backwards and anti-democratic nature of the regime which we can see in this source is also clear in my source of the Emancipation of the Serfs, in which the source describes the regimes' inability to make real change.</p>
<p>Reliability of Source: You should consider the following: Evidence: (Depth, Range, Gaps, Primary sources/Statistics, Logic of Argument) Author/s: (Qualifications, Experience, Perspective/bias)</p>	<p>This is a moderately reliable source. While it is a government document, meaning it does hold some weight and significance, it was also issued by the Tsar, an autocratic regime interested only in holding onto power. The Duma described in this document was created following the reforms, however it mainly represented the elite few in Russia, and was still at the behest of the Tsar's absolute power. These reforms were simply an attempt by the regime to placate the people and end the period of unrest, and so it contains misinformation and lies. It is very possible that this description of how the Duma would function is inaccurate. The Tsar portrays themselves as the heroes and saviours of Russia throughout the source, putting an end to the unrest without taking responsibility for causing it in the first place. As it was written by the Tsarist regime, in order to save themselves from revolution, it is written very much in the regime's favour, attempting to paint them in the light of Russia's heroes.</p>
<p>Copy of Evidence: (Highlight evidence relevant to the FQ)</p>	<p style="text-align: center;">Manifesto on the Improvement of the State Order</p> <p>We, Nicholas II, By the Grace of God Emperor and Autocrat of all Russia, King of Poland, Grand Duke of Finland, etc., proclaim to all Our loyal subjects:</p> <p>Rioting and disturbances in the capitals [i.e. St. Petersburg and the old capital, Moscow] and in many localities of Our Empire fill Our heart with great and heavy grief. The well-being of the Russian Sovereign is inseparable from the well-being of the nation, and the nation's sorrow is his sorrow. The disturbances that have taken place may cause grave tension in the nation and may threaten the integrity and unity of Our state.</p> <p>By the great vow of service as tsar We are obliged to use every resource of wisdom and of Our authority to bring a speedy end to unrest that is dangerous to Our state. We have ordered the responsible authorities to take measures to terminate direct manifestations of disorder, lawlessness, and violence and to protect peaceful people who quietly seek to fulfill their duties. To carry out successfully the general measures that we have conceived to restore peace to the life of the state, We believe that it is essential to coordinate activities at the highest level of government.</p> <p style="text-align: center;">We require the government dutifully to execute our unshakeable will:</p> <p>(1.) To grant to the population the essential foundations of civil freedom, based on the principles of genuine inviolability of the person, freedom of conscience, speech, assembly and association.</p>

<p>Author/s: (Qualifications, Experience, Perspective/bias)</p>	<p>great western systems of governance are. The IWM has a high level of expertise on the subject. The IWM is one of the most respected organisations focussed on the history of conflicts, based in the UK. The IWM functions as an Independent Research organisation, collaborating often with the academic community.</p> <p>This source is comparatively less useful than Trotsky's "The history of the Russian revolution" as it does not have the depth of insight or primacy to the event as Trotsky did. While it gives broad overview of aspects, Trotsky provides a much more detailed and complex landscape of Russia in the lead up to the October Revolution.</p>
<p>Copy of Evidence: (Highlight evidence relevant to the FQ)</p>	<p>At the time of the revolution Russia was an autocracy, with Tsar Nicholas II holding absolute power over his people. Its political, social and economic structures were extremely backward in comparison to other countries in Europe. Food shortages and military failures at the start of the twentieth century had caused strikes and riots that were often brutally suppressed. The 1905 Revolution had led to some reforms, including the establishment of a State Duma (legislative assembly), but there was still no real democracy in Russia.</p> <p>Russia's entry into the First World War was initially supported by most Russians. However its infrastructure struggled to cope with the demands of war. Russia's industry depended almost entirely on foreign imports. When Germany and its Turkish allies blockaded Russia's Eastern ports, its railway, electricity and supply systems broke down. There were not enough laborers to collect the harvests and there were serious food shortages.</p> <p>The war was going badly for Russia with a string of defeats. In 1915, the Tsar attempted to boost moral by taking personal command of the army. This move had disastrous results. The Tsar was a poor military leader and he was now blamed for every defeat. He had also left his wife, the German-born Tsarina Alexandra, in charge at home. The Tsarina was very unpopular and seemed to be under the control of the equally unpopular mystic Grigori Rasputin.</p> <p>[The student continues to provide extracts of the source with specific evidence "selected" form the extract through the use of highlighting.]</p>

<p>Source: Primary/Secondary source (Delete one) Author, <u>Title</u>, Date Published Or Author, <u>url</u>, Date Accessed</p>	<p>Primary</p> <p>Vladimir Lenin, The April Theses, 10/10/2023</p>
<p>Evidence:</p> <p>Comparison: How does the evidence in this source compare to others?</p>	<p>This article contains Lenin's famous April Theses, which he read at two meetings of the All-Russia Conference of Soviets of Workers' and Soldiers' Deputies, on April 4, 1917, following his return from exile. The Theses were a list of ten directives issued by Lenin, aimed at his fellow Bolsheviks. The Theses are important in understanding what took place in between the two revolutions of 1917. During this time Bolsheviks like Lenin and others would return to Russia, intensifying the push for revolution.</p> <p>Lenin's call for Russia to remove itself from WW1 is one that can be seen echoed across almost all of my sources focussed on the time period directly around the Russian Revolution. This anti-war stance was one of the most important reasons for the February Revolution, as the people overthrew the Tsar partially as an attempt to remove Russia from the war. When the Provisional Government decided to continue Russia's involvement, despite the huge economic</p>

	<p>and social issues the war was causing in Russia, the people began to rally behind Lenin and the Bolsheviks. Lenin's emphasis of the importance of the Soviets in the revolution can also be seen again in my Trotsky's source, "History of the Russian Revolution", in which Trotsky describes how the Bolsheviks would never have been able to make the insurrection happen without the backing of the Soviet, and vice versa.</p>
<p>Reliability of Source: You should consider the following: Evidence: (Depth, Range, Gaps, Primary sources/Statistics, Logic of Argument) Author/s: (Qualifications, Experience, Perspective/bias)</p>	<p>This is a reasonably reliable source, providing valuable insight into the beliefs of Lenin and the Bolsheviks, helping us to understand the political climate in Russia leading up to the October revolution. The article was written by Lenin, the leader of the revolutionary Bolshevik party and an incredibly important and influential political theorist. However what the source lacks is showing viewpoints from multiple or less biased perspectives on the issues discussed. This one strong look into Lenin and the Bolsheviks beliefs is still very useful, and this lack of multiple perspectives is something that applies to almost every primary source. This source is far from neutral. It was aimed to spread the message and beliefs of Lenin and the Bolsheviks, and so lacks any kind neutrality.</p> <p>This source is more useful than the 1905 Manifesto due to its more direct relevance to the focus question pertaining to the October Revolution. In saying that, using the two primary sources in collaboration with each other helps to build greater understanding of why the October revolution was able to succeed.</p>
<p>Copy of Evidence: (Highlight evidence relevant to the FQ)</p>	<p>[...]</p> <h2>THESES</h2> <p>1) In our attitude towards the war, which under the new [provisional] government of Lvov and Co. unquestionably remains on Russia's part a predatory imperialist war owing to the capitalist nature of that government, not the slightest concession to "revolutionary defencism" is permissible.</p> <p>The class-conscious proletariat can give its consent to a revolutionary war, which would really justify revolutionary defencism, only on condition: (a) that the power pass to the proletariat and the poorest sections of the peasants aligned with the proletariat; (b) that all annexations be renounced in deed and not in word; (c) that a complete break be effected in actual fact with all capitalist interests.</p> <p>In view of the undoubted honesty of those broad sections of the mass believers in revolutionary defencism who accept the war only as a necessity, and not as a means of conquest, in view of the fact that they are being deceived by the bourgeoisie, it is necessary with particular thoroughness, persistence and patience to explain their error to them, to explain the inseparable connection existing between capital and the imperialist war, and to prove that without overthrowing capital it is impossible to end the war by a truly democratic peace, a peace not imposed by violence.</p> <p>The most widespread campaign for this view must be organised in the army at the front.</p> <p>Fraternisation.</p> <p>2) The specific feature of the present situation in Russia is that the country is passing from the first stage of the revolution—which, owing to the insufficient class-consciousness and organisation of the proletariat, placed power in the hands of the bourgeoisie—to its second</p>

stage, which must place power in the hands of the proletariat and the poorest sections of the peasants.

This transition is characterised, on the one hand, by a maximum of legally recognised rights (Russia is now the freest of all the belligerent countries in the world); on the other, by the absence of violence towards the masses, and, finally, by their unreasoning trust in the government of capitalists, those worst enemies of peace and socialism.

This peculiar situation demands of us an ability to adapt ourselves to the special conditions of Party work among unprecedentedly large masses of proletarians who have just awakened to political life.

3) No support for the Provisional Government; the utter falsity of all its promises should be made clear, particularly of those relating to the renunciation of annexations. Exposure in place of the impermissible, illusion-breeding “demand” that this government, a government of capitalists, should cease to be an imperialist government.

4) Recognition of the fact that in most of the Soviets of Workers’ Deputies our Party is in a minority, so far a small minority, as against a bloc of all the petty-bourgeois opportunist elements, from the Popular Socialists and the Socialist-Revolutionaries down to the Organising Committee (Chkheidze, Tsereteli, etc.), Steklov, etc., etc., who have yielded to the influence of the bourgeoisie and spread that influence among the proletariat.

The masses must be made to see that the Soviets of Workers’ Deputies are the only possible form of revolutionary government, and that therefore our task is, as long as this government yields to the influence of the bourgeoisie, to present a patient, systematic, and persistent explanation of the errors of their tactics, an explanation especially adapted to the practical needs of the masses.
[....]

5) Not a parliamentary republic—to return to a parliamentary republic from the Soviets of Workers’ Deputies would be a retrograde step—but a republic of Soviets of Workers’, Agricultural Labourers’ and Peasants’ Deputies throughout the country, from top to bottom.

Abolition of the police, the army and the bureaucracy.[1]

The salaries of all officials, all of whom are elective and displaceable at any time, not to exceed the average wage of a competent worker. [...]

[The student continues to provide extracts of the source with specific evidence “selected” from the extract through the use of highlighting.]

Evaluation:

Strengths:

I believe that there are two main strengths that can be seen throughout my research process: my comprehensive overview of the events leading to the October Revolution, with each source being dedicated to one of these causes, and my balanced use of primary and secondary sources.

This comprehensive look at the causes of the October Revolution is a result of pre-reading about the overall revolution, before carefully planning out which events and aspects I felt needed to be included in the project. This pre-reading and planning was essential to the overall success of my research process, as without it I would not have known where to start, or what was important to include. The result of this planning is that I have a wide range of events displayed in my research project which all contribute some cause to the October Revolution, helping to increase the validity of my findings, as every piece of information is relevant and necessary. However, one issue that this planning could cause is preventing me from being able to branch out and go down various different rabbit holes I may have encountered throughout the research process. This attitude of rigidity and focus on the big picture that I brought into the project may have prevented me from making the project as detailed and nuanced as it could have been.

My balanced use of primary and secondary sources throughout this project has also helped to increase the validity of my findings. Throughout the research process, I made use of a combination of primary and secondary sources, in order to gain a variety of perspectives on the issue - that of those involved in the October revolution, as well as historians and journalists writing about the revolution after the fact, knowing the outcomes and bigger picture of the revolution. This is important as primary sources, while very useful in giving us an idea of the viewpoint of someone involved in the issue, either as a leader or a civilian, what primary sources fail to do is to give us the bigger picture. On the other hand, secondary sources can be very useful in getting a full overview of the event from an expert, making use of all of the information from the event and collating primary sources together in order to give a true understanding of the overall event. This mixture of detail and bigger picture helps to increase the validity of my findings, as the secondary sources provide the greater context to the primary sources, while the primary sources help to make our understanding of the secondary sources much more detailed.

Weaknesses:

One major weakness I have noticed in my research process was my failure to include a wide enough variety of sources with different political positions or perspectives. While my sources are - for the most part - passably neutral, if they have political bias it tends to lean to the left. This could be a result of a few different things; my own political beliefs and biases, the abundance of left wing sources on the Russian revolution when compared to right wing sources, or, most importantly, the left wing sources that I came across being much more in depth and accurate than their right wing counterparts. This is because it is in the right wing's interests to misrepresent certain aspects of the Russian revolution, as the Bolsheviks are political enemies to the right. While I could have still made use of these heavily right-leaning

sources, and simply noted in the reliability sections their right wing bias, I felt that the right wing sources were often inaccurate to the point that they were actually hindering my research process, and reducing the validity of my findings. The only solution to this issue would have been to find sources that were neither left nor right wing, however no source is truly neutral. Therefore while this lack of range in political perspective is a weakness in my research process, and contributes to the weakening of the validity of my findings, in this case it was the lesser of the two evils.

A second major weakness present in my research process was my indecisiveness in picking a focus question, with which to centre my research around. During my research process, my focus question changed multiple times, as I struggled to decide what the best way to put my research aim into words was. While at the time this did not have major ramifications for the quality of my research, looking back now I can see how this indecisiveness contributed to the inclusion of sources that ended up being less relevant than I originally thought. One perfect example of this is my source on the Emancipation of the Serfs. When I first decided I wanted to use a source on this topic, my focus question was focussed around both the February and October Revolutions. As the emancipation was a perfect example of the institutional crisis the Tsarist regime had faced, I thought that it was an important event to include in the project. However, when I changed my focus question to solely centre around the October Revolution, the emancipation decreased in relevance to my question. While it is still relevant to the October Revolution in a roundabout way, through the February revolution, and an example of why the Tsarist regime, and by extension the Provisional Government, was unpopular, it was not as important as it originally was. This same story goes for multiple of my sources, albeit to a lesser extent. This lack of relevance in certain sources could have a negative impact on the validity of my findings, as the less relevant sources take up space which could have been filled by sources more relevant to the question, either on events that are not currently included at all, or by sources that provide greater detail on the most important aspects of the revolution.

Improvements:

One major improvement I would make to my research process if I were to undertake another similar project would be to be more decisive on my focus question from the beginning, or not start the project until I was completely happy with the question. This is due to the weaknesses in this project as a result of my indecisiveness as I described above. While I had decided to simply power through the issue of being unsure of my focus question at the beginning of this project, due to time constraints, I believe that if I had properly and conclusively decided on a question from the start I would have saved even more time later on. This would have both lessened the time constraints as discussed below, as well as overall improving the validity and effectiveness of my research.

The second improvement I would make would be to use my time much more efficiently. This project took me so long, and yet still feels slightly rushed, due to my ineffective use of time. I spent hours reading sources that I didn't end up using, deliberating on what events I wanted to include in my project, and what ratio of primary and secondary sources to use. While this careful planning did have benefits to my project, as I discussed above, I definitely could have planned this project to the same extent in a much shorter period of time. This would have given me more time to properly analyse each source's content and reliably, resulting in an overall improvement in the validity of my findings.