



DUNMAN HIGH SCHOOL  
HUMANITIES AND ARTS PROGRAMME

YEAR 3 History Unit 1  
Worksheet

Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_

**SBQ PRACTICE -1911 CHINESE REVOLUTION**

**Section A (18 marks)**

Question 1 is **compulsory** for all candidates.

Study the Background Information and the sources carefully, and then answer **all** the questions. You may use any of the sources to help you answer the questions, in addition to those sources you were told to use. In answering the questions, you should use your knowledge of the topic to help you interpret and evaluate the sources.

**(a) Study Source A.**

What is the message of this source? Explain your answer. [5]

**(b) Study Source B.**

Why was this source published? Explain your answer. [6]

**(c) Study Source C.**

How useful is this source to a historian studying the 1911 Revolution? Explain your answer. [7]

## Did foreign intrusion lead to outbreak of the 1911 Revolution?

### BACKGROUND INFORMATION

Read this carefully. It may help you to answer some of the questions.

The Qing period was one of rapid and profound change in China. Qing emperors were confronted by numerous challenges, including the arrival of foreigners and Christian missionaries, internal unrest and rebellions and the weakening of their centralised power. By the 19th century, China was being threatened and bullied by Western imperial powers, particularly Britain, which defeated the Qing in two Opium Wars.

This led many to ask the question, did foreign intrusion lead to the outbreak of the 1911 Revolution?

**Source A:** A speech by Feng Guifen, a teacher and official in 1861. Inroads, pg 40.

When we speak of repelling the barbarians, we must have the actual means to repel them, and not just empty bravado. We should ask with what instruments we are to use to repel them ... (The answer is that) we should use the instruments of the barbarians, but not the ways of the barbarians.

**Source B:** A cartoon entitled, "A troublesome egg to hatch" by an American cartoonist in a western magazine, 1901.



**Source C:** Views of an American-Chinese Historian, 2000. (Milestones pg 35 workbook, R Arasumani)

The Chinese people believed that the way to change the society was through revolution. The Manchus ruled China for hundreds of years until a man led such a revolution. The most important event that Sun had done for China was overthrowing the Manchu Monarchy. In 1905, Dr Sun organized a revolutionary society to overthrow the Manchus. After ten failed uprisings that sacrificed countless young lives on 10 October 1911, Sun's supporters created the Republic of China.

**Source D:** Views of a Chinese General who took part in the 1911 Revolution on the side of the revolutionaries, 1913. (Milestones workbook, pg 36)

The world has a wrong idea about Sun Yat Sen. He had nothing to do with the actual work of overthrowing the monarchy. The Revolution was finished when he reached China. I hardly had heard of him and did not know his political views. If he ever provided any tangible aid to the real revolution, I did not know it. His reputé is largely founded on fiction.

**Source E:** An extract from a History Book on fall of the Manchu Empire, 1644-1912. From Catchpole, B., (1978). A Map History of modern China. Heinemann Educational Books, p 17.

When the Manchu Emperors first came to China's 'Dragon Throne', the country's population was increasing at an unprecedented rate. But they made no attempt to adjust the economy accordingly and China's limited farmland was unable to cope with the demand for food. It was not long before the peasants began to suffer from the uncontrolled population explosion and in particular from its economic side effects. At the same time, missionaries roamed the land in their quest for 'Christians'; western merchants bargained for tea, silk and art treasures; foreign gun-boats appeared in imperial waters; peasant uprisings threatened the entire fabric of government.

#### **Source Acknowledgements:**

Source A: SH Lim, YP Tham, ZP Wang & L Yeo (2000). Inroads: Modern World History, Oxford University Press, pg 40.  
Source B: Gates, Chris & Morgan, Elizabeth (2015). China & Revolution, Nelson, pg15.  
Source C: Tate, Nicholas & Arasumani, R (2000). Milestones: A history of the 20<sup>th</sup> Century, Federal Publications, pg 35.  
Source D: Tate, Nicholas & Arasumani, R (2000). Milestones: A history of the 20<sup>th</sup> Century, Federal Publications, pg 36.  
Source E: Catchpole, B., (1978). A Map History of modern China. Heinemann Educational Books, pg 17.

## Answer Scheme

### Source Based Case Study

**(a) Study Source A.**

What is the message of this source? Explain your answer.

[5]

Level	Level Descriptors	Marks
1	<b>Describing the source without making valid message</b>	1
2	<p><b>Valid inference, unsupported/unexplained.</b>  <i>Award 3 marks for two valid inferences identified or for more developed description of inference.</i></p> <p>Qing government had lost its military advantage.</p> <p>Qing government lacked military weapons.</p>	2
3	<p><b>Valid sub-message identified, supported with evidence OR explanation.</b></p> <p>The speaker wanted to send the message that they could not fight with the foreigners as they were not on par in terms of modern military weapons.</p>	3
4	<p><b>Valid message, fully explained, with use of source details as support.</b>  <i>Award 4 marks for partially developed answers, explained with source details AND historical context.</i>  <i>Award 5 marks for fully developed answers, explained with source details AND historical context.</i></p> <p>E.g.  The speaker wanted to send the message that they could not fight with the foreigners as they were not on par in terms of modern military equipment.</p> <p>In his speech, Guifen said this, “We should ask with what instruments we are to use to repel them...(The answer is that) we should use the instruments of the barbarians, but not the ways of the barbarians.” This implies that China was weak militarily as they did not have the modern and powerful weapons that the West possessed. [4m]  This speech was made after China’s defeat by the foreign powers in the Opium Wars which shocked the Qing government. The Qing government paid a large sum of indemnity, opened up more ports to foreigners and ceded Hong Kong to Britain. In 1860, China was defeated by a combined Anglo-French force and the Emperor’s Summer Palace was burnt down. Some Manchu officials like Feng Guifen realised that China must change in order to survive in the modern world. They believed that China needed Western technology and science to counter Western military strength. [5m]</p>	4-5

b) **Study Source B.**

Why was this source published? Explain your answer.

[6]

Level	Level Descriptors	Marks
1	<b>Describing the source without answering the question.</b>  <b>E.g.</b> Western powers were the chickens.	1
2	<b>Valid inference, without any evidence or explanation.</b>  <b>E.g.</b> Hitler had supporters who provided financial aid to him.	2
3	<b>Valid inference/message, with evidence and explanation.</b>  <b>E.g.</b> The illustration shows western powers trying to gain special concessions from the western countries. Source B shows the rulers of Russia, Germany, Italy, Austria, France & Britain as “chickens” trying to hatch a large egg labelled, “China”. A chicken labelled Japan stood in the background with the US, perched on a fence in the rear. This means that apart from the US and Japan, the other western powers were trying to break the China egg by making China open more treaty ports for trade and lease out more territories as part of the concession.	3
4	<b>Purpose identified, with evidence and explanation , supported with source details and historical context.</b> <i>Award 4 marks for purpose identified with weak explanation.</i> <i>Award 5 marks for clear explanation by using AMAO and historical context.</i>  <b>E.g</b> The American cartoonist wants to persuade the imperial powers not to break up China as this could lead to adverse reaction from the Chinese. The illustration shows the rulers of Russia, Germany, Italy, Austria, France & Britain as “chickens” trying to hatch a large egg labelled, China. This means that the imperial powers were attempting to exploit China keen to secure rights and privileges from China when they sat on the egg to hatch it. They made China open up more treaty ports for trade and lease out more territories as part of the concession. In the 1890s, in the scramble for concessions, France, Britain, Russia & Germany forced the Chinese to enter into a further series of “unequal treaties” in which the European nations extended their territorial and commercial interests in China. But a chicken labelled “Japan” stood in the background with the US perched on a fence in the rear. This means that the US and Japan looked on as the other western powers tried to carve up China for their own benefits. My contextual knowledge tells me that the US adopted a policy for preventing the sub-division of China. The Open-Door policy, first initiated in 1899, was a significant attempt by the US to establish an international protocol of equal privileges for all countries trading with China and to support China's territorial	4-5

	<p>and administrative integrity. US, through its Secretary of State, John Hay, informed the other foreign powers that the US was not prepared to see China's economy fall under the control of western powers.</p> <p>It was "troublesome" to hatch the China "egg" as China had resisted the attempts of the western powers to more privileges. In 1900, the Boxers rose up against the foreigners in China. There were assaults on foreigners all across the country and the diplomatic quarter in Beijing was attacked. The cartoonist tried to warn the foreign powers not to</p>	
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**(c) Study Source C.**

How useful is this source to a historian studying the 1911 Revolution? Explain your answer. [6]

Level	Descriptor	Marks
L1	<p><b>Useful/Limited in Usefulness, based on unexplained provenance only.</b></p> <p>E.g. The source is useful because it is comments made an Amercian-Chinese.</p> <p>OR</p> <p>The source is limited in usefulness because it is biased as it is from a western perspective.</p>	1
L2	<p><b>Useful and/or Limited in Usefulness, unsupported.</b> <i>Award 2 marks for one or both sides</i></p> <p>Eg. Source C is useful in telling us that Sun played an important role in laying the ground work for the revolution.</p> <p>AND/OR</p> <p>However, Source C is limited in usefulness as Sun was not physically present when the Revolution actually broke out.</p>	2
L3	<p><b>Useful and/or Limited in Usefulness, explained and supported using source content, not supported with cross-reference.</b> <i>Award 4 marks for both sides</i></p> <p>Eg. Source C is useful in telling us that Sun played an important role in laying the ground work for the revolution. The Source states that, "In</p>	3-4

	<p>1905, Dr Sun organized a revolutionary society to overthrow the Manchus. After ten failed uprisings that sacrificed countless young lives on 10 October 1911, Sun's supporters created the Republic of China." This means that Sun persisted in overthrowing the Qing government even though he encountered many failed uprisings and seen many young revolutionaries killed.</p> <p>AND/OR</p> <p>However, Source C is limited in usefulness as Sun was not physically present when the Revolution actually broke out. The Source states that "The Revolution was finished when he reached China". This means that Sun was not in China when the revolution took place.</p>	
<b>L4</b>	<p><b>L3 + Useful AND/OR Limited in Usefulness, based on source content, supported with Cross-reference</b></p> <p><i>Award 5 marks for both sides</i></p> <p><b>E.g.</b></p> <p>Source C is useful in telling us that Sun played an important role in laying the ground work for the revolution. The Source states that, "In 1905, Dr Sun organized a revolutionary society to overthrow the Manchus. After ten failed uprisings that sacrificed countless young lives on 10 October 1911, Sun's supporters created the Republic of China." This means that Sun persisted in overthrowing the Qing government even though the uprisings were unsuccessful and had many young revolutionaries killed. My contextual knowledge tells me that between 1895 and 1911, Sun organised many revolutions that were aimed at overthrowing the Manchus. When these failed, he established the Tongmenghui in Japan to gather more support. Sun also wanted to set up a republic headed by a president overseeing a parliament made up of representatives elected by the people. His political beliefs were contained in the Three Principles of the People: nationalism, democracy &amp; socialism. In this way, Sun played a key role in establishing the People's Republic of China.</p> <p>AND/OR</p> <p>However, Source C is limited in usefulness as Sun was not physically present when the Revolution actually broke out. The Source states that "The Revolution was finished when he reached China". This means that Sun was not in China when the revolution took place. This is supported by my contextual knowledge which tells us that Sun was in the US when he heard the news about the revolution in China. The revolution took place on 10 October 1911 and the revolutionaries managed to defeat the authorities. When Sun returned, Wuhan and many other provinces in China had declared their independence from the Manchus.</p>	<b>4-5</b>

L5	<p><b>L4+ Limited in Usefulness based on critical analysis (reliability) of the provenance</b></p> <p><i>Award 5 marks for answers that use contextual knowledge.</i>  <i>Award 6 marks for more developed answers that use contextual knowledge.</i></p> <p>Eg.  The Chinese people believed that the way to change the society was through revolution. The Manchus ruled China for hundreds of years until a man led such a revolution. The most important event that Sun had done for China was overthrowing the Manchu Monarchy. In 1905, Dr Sun organized a revolutionary society to overthrow the Manchus. After ten failed uprisings that sacrificed countless young lives on 10 October 1911, Sun's supporters created the Republic of China.</p> <p>(Both sides L4) +</p> <p>Source C is a description of Sun's abilities by an American-Chinese Historian who is likely to support Sun in his attempt to set up a republic. It is a biased source that adopted a pro-Sun's view by highlighting Sun's significant contribution to the revolution. The Source states that "The Manchus ruled China for hundreds of years until a man led such a revolution." This man was Sun Yixian, a western-educated intellectual with revolutionary ideas. Since the early 1890s, Sun had been a fierce campaigner against China's imperial system of government. He believed that China could not modernise unless it became a republic. However, whilst the source is indeed true in showing that he was the most influential Chinese revolutionary, it fails to acknowledge that China under the Qing government was already on the decline. The last years of the Qing government's life between 1908-1911 may be fairly described as a revolution waiting to happen. The Chinese were poor and economically depressed and foreign powers scrambling for concessions created disgrace and humiliation. This showed the limitations of Source C.</p>	5-6
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