



Cambridge International AS & A Level

HISTORY**9389/11**

Paper 1 Document Question 11

May/June 2021**MARK SCHEME**Maximum Mark: 40

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **10** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Part (a)	Generic Levels of Response:	Marks
Level 4	Makes a developed comparison Makes a developed comparison between the two sources, recognising points of similarity and difference. Uses knowledge to evaluate the sources and shows good contextual awareness.	12–15
Level 3	Compares views and identifies similarities and differences Compares the views expressed in the sources, identifying differences and similarities. Begins to explain and evaluate the views using the sources and knowledge.	8–11
Level 2	Compares views and identifies similarities and/or differences Identifies relevant similarities or differences between the views/sources and the response may be one-sided with only one aspect explained. Alternatively, both similarities and differences may be mentioned but both aspects lack development.	4–7
Level 1	Describes content of each source Describes or paraphrases the content of the two sources. Very simple comparisons may be made (e.g. one is from a letter and the other is from a speech) but these are not developed.	1–3
Level 0	No relevant comment on the sources or the issue	0

Note: Similarity **or** difference properly supported would be L2. However, if the similarity (or difference) is properly supported **and** there is a valid point of difference (or similarity) identified, then the response should be rewarded in L3.

If similarities and differences are identified but **neither** is properly supported then reward in L2.

Note: For level 4, candidates must explain why points of similarity and difference exist through contextual awareness and/or source evaluation

Part (b)	Generic Levels of Response:	Marks
Level 5	Evaluates the sources to reach a sustained judgement Answers are well focused, demonstrating a clear understanding of the sources and the question. Reaches a sustained judgement about the extent to which the sources support the statement and weighs the evidence in order to do this.	21–25
Level 4	Evaluates the sources Demonstrates a clear understanding of the sources and the question. Begins to evaluate the material in context, considering the nature, origin and purpose of the sources in relation to the statement. At the top of this level candidates may begin to reach a judgement but this is not sustained.	16–20
Level 3	Uses the sources to support and challenge the statement Makes valid points from the sources to both challenge and support the statement in the question. These comments may be derived from source content or may be about the provenance/nature of the sources.	11–15
Level 2	Uses the sources to support or challenge the statement Makes valid points from the sources to either support the statement in the question or to challenge it. These comments may be derived from source content or may be about the provenance/nature of the sources.	6–10
Level 1	Does not make valid use of the sources Describes the content of the sources with little attempt to link the material to the question. Alternatively, candidates may write an essay about the question without reference to the sources.	1–5
Level 0	No relevant comment on the sources or the issue	0

Note: Responses which only use two or three of the sources should be rewarded in the lower half of the level.

Question	Answer	Marks
1(a)	Compare and contrast the views on the Papacy in Sources B and C Similarities include: - Both Sources suggest that there should be still a role for the Papacy in a reformed Italy. Source B would give it a purely a spiritual role while Source C foresees that the Papacy would have a much larger role, retaining its political power in the Papal States but also playing a large role in Italian national politics. - The comment in Source B says that there would be no attack on churches or priests which suggests at least tolerance of the Catholic religion. Source C is very supportive of the Church. Differences include: Source B is obviously very much more hostile to the Papacy in both tone and intentions for the institution. There are the references to 'subjection' and 'arbitrary rule' for example. Source C is very different in seeing the Papacy as a 'hope' for Italy and sees it very much as a positive force, unlike the obviously negative attitude revealed consistently in Source B. Source C sees the Papacy as a potential unifying and creative force in Italian politics, quite the opposite of Source B. Explanation Source B is a proclamation from the Provisional Government of Bologna in February 1831 and represents the views of a small group of middle-class radicals who wanted a reduced political role for the Catholic Church, believing it to be an institution that has governed the public poorly. Source C challenges the views in Source B, coming from Vincenzo Gioberti, a political reformer who was exiled for his support of political change. Though a reformer, Gioberti sees the Church as necessary for ensuring the unity of the Italian state. The work was produced in 1843 while Gioberti was in exile. Together the sources show how divided opinion was about the role of the Papacy.	15
1(b)	'The early supporters of reform in Italy were republicans.' How far do Sources A to D support this view? Source A supports the statement. The writer wishes for much greater freedom for Italy and Italians but argues that to attain this there must be greater commerce. There is clearly some sympathy for republicanism as the writer argues that commerce (essential to development) is republican or at least constitutional. Source A was written by young radical patriot who had participated in the early attempts at reform and change in Italy in the post-Vienna period. While the focus of his argument is unusual, his comments are perceptive and accurate. In a position to write freely his comments have value, even though his politics and his involvement in rebellion would suggest that he was a strong critic of the regimes in Italy at the time.	25

Question	Answer	Marks
1(b)	Source B supports the statement. The focus is entirely on political reform in a single state. While there is no direct reference to republicanism, it is implicit in the tone of the Declaration. The authors want a 'general assembly' of the people to make key decisions and there is obvious hostility to unelected rulers. <i>Source B represents the views of a small number of middle-class radicals who attempted to seize power in Bologna. They briefly managed to expel their rulers and were then crushed by the Austrian army. They received limited support. The source gives a picture of the views of a radical minority. It is worth noting that they were aware of the support for the Roman Catholic religion and did not envisage terminating the spiritual power of the papacy.</i> Source C challenges the statement. The source argues for reform and change but is hostile to radical change and any external interference by foreign powers. By arguing for a Confederation led by the Papacy the source wants to see a retention of the status quo. The whole tenor is much less radical than other sources. The source is anti-republican as there is the desire to retain the princes and above all, give considerable temporal authority to the Papacy. <i>Source C represents the views of an individual, although one who played a prominent role in the unification process. Gioberti was in exile for his support for political reform, but his views are much more conservative. His writing demonstrates how divided opinion was in Italy at the time, even amongst those who had to flee from the established authorities on account of their views.</i> Source D: The reformers in the Young Italy movement turn to republicanism only after Charles Albert failed to engage with their demands for unifying Italy. The source can be used to challenge the statement as the writer maintains that the early reformers were not initially republican. The source may also be used to support the statement as their final position is to 'raise the standard of republicanism'. <i>The author of Source D was also in exile for his political views. Montanelli had been very involved with Mazzini in the uprisings of 1848–9 in Italy. However, he is writing about past events, which he had been involved in, and contextual knowledge would suggest that his comments are largely accurate. He knew Mazzini well and is a well-informed source.</i>	

Question	Answer	Marks
2(a)	Compare and contrast the views given in Sources A and C about the US Supreme Court. Similarities include: - Both agree the Supreme Court was the focus of criticism: ‘the Supreme Court has just given in’ to the demands of slaveholders’ (Source A) versus ‘Embittered partisans’ ... ‘will doubtless attack the Court’ (Source C). - Both agree that the Supreme Court is important to the government of the USA in that both see it deciding the future of slavery via its recent judgement. [Note: Source A does not refer to Dred Scott by name.] Differences include: Source A is very critical of the Supreme Court, seeing it controlled by the slaveholders of the South. Source C is very supportive of the Supreme Court, seeing it as independent of politics and impartial in its judgements. Explanation <i>The sources come from local newspapers in different states but from the same section, the North. Both are written in the same month as the Supreme Court made its ruling on Dred Scott. Source A more accurately represents Northern views. Source C shows that not all of the Northern newspapers condemned the Supreme Court for its ruling on Dred Scott. Source C also alludes favourably to the election of Buchanan as President. Both reliably represent different Northern perspectives. Together, they show that Northern opinion was divided on the role of the judiciary on the issue of slavery, in 1857 at least. By 1860, after three years of Buchanan’s presidency, Source C’s positive view might well have changed.</i>	15
2(b)	How far do Sources A to D support the view that the Dred Scott judgement was accepted? Source A challenges the assertion. It rejects the Dred Scott judgement because it made slavery a national rather than a sectional or states’ issue. It argues that this shows the Supreme Court to be dependent on slave power rather than being independent. Its argument about a slave-power conspiracy is a separate point from its argument about the judgement and not strictly relevant. It is this conspiracy which Source A argues is threatened by the power of the people, presumably at the ballot box. Source A: <i>Published in a New York newspaper – Albany is the state capital – this source shows how suspicious the North was of the power of the ‘slaveocracy’ of the South. Source A argues for a conspiracy of slave power which is behind the verdict of the Supreme Court on Dred Scott. The composition of the Supreme Court as revealed by Source B shows that the judges from the slave states did decide the Dred Scott judgement, which provides some support for Source A’s thesis. However, Source B is also from the North and thus unreliable.</i>	25

Question	Answer	Marks
2(b)	Source B also challenges the hypothesis. It uses a careful analysis of the composition of the Supreme Court by state and by section to sub-divide the nine Supreme Court judges into three groups. The analysis is mainly factual with occasional and brief comments on each group to show that it disagrees with the Dred Scott judgement. The most obvious is the description of the two judges who dissent from the Dred Scott judgements as having ‘manfully upheld’ national values, past practice and Northern views. Source B can also be used to support, through focused statistical analysis. Source B: <i>Published in an Ohio newspaper – and Columbus is the capital of Ohio – this source provides an attack on the Supreme Court judgement which is in marked contrast to Source A. Source B is more fact than opinion, more evidence-based than emotional. It does express a point of view but more subtly. According to Source B, the only ‘good guys’ on the Supreme Court are Whigs. Even Northern Democrats cannot be relied on. Source B is certainly useful in informing its readers about the Dred Scott judgement. In keeping largely to the facts, it is also more reliable than the other sources.</i> Source C supports the hypothesis. It argues that the judgement was made by ‘an honest and intelligent judiciary’ following arguments by ‘the best lawyers’. A minority might oppose the judgement, but they are seen as ‘embittered partisans’. Source C comes from an Ohio newspaper. For those who know their geography, Cincinnati is on Ohio’s southern border, across the Ohio river from the slave state of Tennessee. This perhaps explains its support for the Dred Scott judgement. Candidates cannot be expected to have this geographical knowledge, however. They can evaluate Source C as a useful indication of how Northern opinion was divided over the issue of Dred Scott. In this respect, it is a reliable source of minority Northern opinion. Source D challenges the assertion - its main message is that the legally-backed expansion of slavery will be blocked by the economically-inspired expansion of free labour in the north and the west. In the short-term the source acknowledges that there will be opposition to the judgement – ‘politicians who believe it settles anything must be afflicted with very severe short-sightedness’. Source D is from a New York newspaper. It makes a reasoned case that the economic pressures will prove much stronger than judicial decisions. Even some national politicians in Washington DC have misled themselves in believing that Dred Scott will settle the slavery question. All the slave states mentioned in Source D adjoined free states. Free labour had an advantage over slave labour in that it was more mobile. It could move into slave states and work more effectively. Far from slavery expanding to the north and west, it will retreat to the south. Free from rhetoric and basing its judgement on detailed evidence, Source D is more reliable than Sources A and C, if perhaps not Source B.	

Question	Answer	Marks
3(a)	Compare and contrast the views expressed in Sources A and D about the League of Nations. Differences include: Source A sees the League in a negative way. It exists to maintain the status quo and to stop countries like Italy expanding. The author claims that the League is repressing Italy. The Italian author wants to destroy the League. Source D is more positive about the League. It is seen as having high and worthwhile ideals and is certainly worth belonging to. The Japanese author says that Japan has been proud to be a member. Similarities include: - Both sources criticise the League. Source A sees it as protecting the interests of Britain and France and defending the status quo while Source D criticises it for the Lytton Report and its position on the conflict over Manchuria. Explanation Source A is from an Italian fascist newspaper that clearly supports Mussolini over Corfu. It reflects the dissatisfaction of Italy with the League and its purpose is to encourage suspicion of the League and support for Mussolini's policies. It comes shortly after the crisis over Corfu where Italy did get the compensation it demanded. Source D is from the declaration by Japan to the League that it is leaving. It clearly has a purpose, with such an international and public audience, of justifying both Japan's actions in Manchuria and its decision to leave. This follows the publication of the Lytton Commission Report in 1932. The claims made about Japan's regret can be taken as a way of justifying what Japan is doing.	15
3(b)	How far do Sources A to D show that being a member of the League was beneficial? Source A challenges the statement as it sees only one way in which League membership would be beneficial - to destroy the League from within. It suggests that Italy should remain as a member to enable it to do this. Source A challenges the idea when it implies that membership would not be useful to Italy because the League's purpose is directly counter to the interests of Italy. It operates for Britain and France and is standing in the way of Italy's progress. Source A is from an Italian fascist newspaper that clearly supports Mussolini. It accurately reflects the dissatisfaction of Italy with the League and its purpose is to encourage suspicion of the League and support for Mussolini's policies. It comes shortly after the crisis over Corfu where Italy did get the compensation it demanded but did withdraw from Corfu. At this time Italy, which felt that it had a poor deal in the Treaty of Versailles, was looking to expand its territory and was seeking an empire. It felt that the League was preventing all of this.	25

Question	Answer	Marks
3(b)	In Source B there is a minor point of support when the source claims that the USSR has agreed with some of the League's policies on humanitarian issues (however, this is not the main argument). Source B challenges the idea when it suggests that the Soviet Union does not value membership at all, in fact it will often not even negotiate with the League because it regards it as an organisation operating in the interests of 'imperialist' powers such as Britain and France. It suggests there are no real advantages to membership. <i>Source B is from the Soviet Government and accurately represents the Soviet view of the League. This has been partly determined by the fact that founders of the League such as Wilson and Smuts were hostile to communism and therefore to the Soviet Union. It was not invited to join when it was founded. This explains its view of the League as an 'imperialistic' club. This partly represents the paranoia of the Soviet Union towards the West but is also partly accurate because Wilson had seen the League as an anti-Bolshevik force. The audience here is also significant as this is exactly what the Third Soviet Congress would expect to hear.</i> Source C supports the statement as it argues that membership would be beneficial for Germany in several ways. It would enable Germany to be heard on issues important to it such as War Guilt. There is a suggestion that Germany would not be outvoted in the League because it would have support in the League from Britain and could exploit British/French differences. <i>Source C is from Stresemann and accurately represents his views. He was trying to make Germany acceptable in the international community and to undo some of the provisions of Versailles i.e. Locarno and Dawes. He clearly believes these aims will be helped by membership. Germany became a member in 1926 following Locarno and so this source does reflect Stresemann's views.</i> Source D implies that Japan did value membership because it mentions how proud Japan had been to be a member and mentions it regrets having to leave and that it agrees with the fundamental purpose of the League. Source D also offers some challenge to the idea when it implies that Japan no longer thinks that membership will be beneficial because it is fundamentally at odds with the League over Manchuria and finds it impossible to work with the League any longer. <i>Source D is from the declaration by Japan to the League that it is leaving. It clearly has a purpose, with such an international and public audience, of justifying both Japan's actions in Manchuria and its decision to leave. This follows the publication of the Lytton Commission Report in 1932. The claims made about Japan's regret can be taken as a way of justifying what Japan is doing.</i>	