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Cambridge Assessment International Education

Cambridge International AS & A Level

HISTORY **9489/12**

Paper 1 Document Question **October/November 2022**

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.

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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.

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Part (a)	Generic Levels of Response:	Marks
Level 4	**Makes a developed comparison** Makes a developed comparison between the two sources. Explains why points of similarity and difference exist through contextual awareness and/or source evaluation.	**12–15**
Level 3	**Compares views and identifies similarities and differences** Compares the views expressed in the two sources, identifying differences and similarities and supporting them with source content.	**8–11**
Level 2	**Compares views and identifies similarities or differences** Identifies relevant similarities or differences between the two sources and the response may be one-sided with only one aspect explained. **OR** **Compares views and identifies similarities and differences but these are asserted rather than supported from the sources** Identifies relevant similarities and differences between the two sources without supporting evidence from the sources.	**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 creditable content.** **No engagement with source material.**	**0**

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Part (b)	Generic Levels of Response:	Marks
Level 5	**Evaluates the sources to reach a supported judgement** Answers are well focused, demonstrating a clear understanding of the sources and the question. Reaches a supported judgement about the extent to which the sources support the statement and weighs the evidence in order to do this.	**21–25**
Level 4	**Using evaluation of the sources to support and/or challenge the statement** Demonstrates a clear understanding of how the source content supports and challenges the statement. Evaluates source material in context, this may be through considering the nature, origin and purpose of the sources in relation to the statement.	**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.	**11–15**
Level 2	**Uses the sources to support or challenge the statement** Makes valid points from the sources to either support the statement or to challenge it.	**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 with little or no reference to the sources.	**1–5**
Level 0	**No creditable content.** **No engagement with source material.**	**0**

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Question	Answer	Marks
1(a)	**Read Sources C and D. How far do these sources agree about the strikes in Russia in October 1905?** Indicative content **Similarities include:** • Both agree that the railway strike was central to events in October. Both sources show that the strike spreads quickly, bringing transport and industry to a halt • Both sources suggest that this is not an organised revolution. In Source D there 'is no controlling organisation' behind the strike. Source C suggests the strikers / demonstrators are not organised and there is chaos • Both sources agree that the strike has an impact on the government and is leading to disruption in Russia – both suggest that the only way into St Petersburg is by water **Differences include:** • Source C claims not to know why the strike started and sees it as an inconvenience. Source D explains the reasons for the strike and sees it as having a political cause • There is a difference is how the factory strikes are seen. Source C sees them as spreading from the railways, whereas Source D suggests factory workers were forced to stop working as a result of the rail strikes • The attitudes of the two sources towards the strikers are different. The Tsar describes the strikers as 'riff-raff' and 'impudent' and murderous. Source D has a more positive approach to the strikers, talking about the 'strongest union' the effectiveness of the strike in St Petersburg and the organisation of the socialists into a Soviet • In Source D the violence which follows the strikes is attributed to the government (Trepov ordering soldiers 'not to spare the cartridges'). In Source C however, the Tsar implies the strikers are responsible for the violence • Source D suggests the strikers have a real aim – to achieve universal suffrage – whereas the Tsar suggests that disorder is the aim • Source C suggests that revolutionary feeling spread to factories causing them to stop work whereas Source D says that they were forced to stop work because of the strike **Explanation** *In Source C the Tsar fails to take responsibility for the strike action, seeing it as a nuisance and not grasping that events are a reflection on his rule. This is not surprising given what is known about Nicholas' character (candidates could cross-refer to their own knowledge here). Source D is written by an outsider, after events. He was aware that the October Manifesto was introduced, and this may explain his comment about 'concession'.* Accept any other valid responses.	**15**

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Question	Answer	Marks
1(b)	**Read <u>all</u> of the sources. 'Tsarism was in danger of collapse during 1905'. How far do the sources support this view?** Indicative content **Support** • Source A: claims that the props of Tsarism – the army and the treasury – are under attack and that the Tsar is losing control of both. The source also shows there is a rising tide of anger against the tsar and 'decrepit Tsarist autocracy' being shaken to its foundation. This source seems to see collapse as imminent. • Source C: there is widespread chaos in Russia with demonstrations, mutinies and murder. The ministers do not know what to do about it and the authorities are powerless to stop the demonstrations. • Source D: partial support as, although the strikers are not co-ordinated to start with, the strike takes on a more political, organised, character towards the end of October. **Challenge** • Source B: the demonstration in the cartoon has ended with the demonstrators shot and bleeding on the streets and the troops walking away intact. This clearly shows that the disorder can be dealt with by forces loyal to the Tsar. • Source D: the protest is not organised, General Trepov remains loyal to the Tsar and is prepared to shoot any number of strikers. Finally, Witte convinces the Tsar to make concessions to save the regime. **Evaluation** *Source A is written by Stalin in 1905, in response to the demonstrations around the defeat to Japan and Bloody Sunday. He was an eyewitness to events but has an agenda, clearly wanting to see Russia in revolution. Cross reference to contextual knowledge and the dates of the other sources could be used to evaluate this source. Candidates can support or challenge its reliability as evidence by considering its purpose or motives.* *Source B suggests the Tsar's forces remained in control. To assess reliability the source could be cross-referenced to Source D's comments (or contextual knowledge) on Trepov or analysed in terms of motive.* *In Source C, the Tsar's purpose in writing this letter could be considered. He may wish not to alarm his mother. However, he displays a high-handed attitude towards those responsible for the disturbance and seems unwilling to acknowledge the cause of the demonstrations. Contextual knowledge of the Tsar's behaviour during the 1905 revolution could be used to evaluate the source.* *Source D – Pares was in Russia at the time of events mentioned and is a reliable witness. However, his own political views are discernible in this source. He favoured a liberal approach and the development of democratic institutions.* Accept any other valid responses.	**25**

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Question	Answer	Marks
2(a)	**Read Sources B and C. Compare and contrast the views in these sources on the role of newspapers and the telegraph in wartime.** Indicative content **Similarities include:** • Source B maintains that all newspapers had agreed not to publish anything about military movements unless specifically permitted. It also indicates that nothing would go out on the telegraph unless permitted by the military, and this was done by agreement. This was accepted by the press as a necessity in the circumstances • Source C also accepts that there should be restrictions on the press covering military matters in time of emergency, and the writer accepts that this is a necessity, albeit a temporary one (Source B). Both sources agree that it is the role of the press to agree to restrictions on its usual freedom to publish in this sort of emergency **Differences include:** • Source B suggests that the press should not publish anything which might be seen as 'hostile to the cause' of the country, which of course could cover a large number of factors and might well be used by a government to cover up its own failings. It also seems to support the right of the government not to release information which, when published, might be seen as hostile to its cause. This would, as a result, take away from the press its usual role of calling the government to account. It is much more sympathetic to the government's natural inclination to be secretive, particularly about its own failings • Source C makes it clear that the press has every right to 'discuss public policy', and obviously has a very different picture of what it has the right to do in wartime. The point about '…extreme danger, attacks aimed at its very life', wants to give the press a much wider remit than the author of Source B does. It was to be able to undertake 'just criticisms of its measures', which Source B does not envisage **Explanation** *Source B is written by an experienced journalist and naturally a supporter of giving the press as much freedom as possible. He was present in America at the time, and perhaps as a detached foreigner, could be seen as balanced, objective and realistic. Contextual knowledge would suggest that he is accurate, but perhaps less accustomed to the much less 'establishment-minded' press which existed in the United States from its very beginning. The Americans took press freedom much more seriously than any other country at that time.* *Source C is an editorial from a Northern newspaper, no friend of Lincoln's, so naturally would defend its right to publish whatever it wanted, while at the same time appearing apparently loyal to the Northern cause. Unsurprisingly it interprets the issue of the role of the press very much in its own interests, while at the same time trying to avoid any accusation that it might be assisting the enemy.* Accept any other valid responses.	**15**

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Question	Answer	Marks
2(b)	**Read <u>all</u> of the sources. 'Civil liberties were destroyed during the Civil War?' How far do the sources support this view?** Indicative content **Support** • Source A: can be used to both support and oppose the hypothesis. Berryman had been deprived of his 'due process' of law, in violation of the Constitution. According to the source a federal military officer refused to release John Berryman under the rule of habeas corpus saying, 'he was authorised by the President of the United States to suspend habeas corpus in a time of national emergency and in the interests of public safety'. It is true that Lincoln did give the order for the suspension. The initial arrest of Berryman was an attack on his civil liberties • Source B: states that the government is destroying 'the liberty of the press' which was enshrined in the Constitution. It also mentions that this is not the first time that this has happened, and that the Constitution might exist 'in name only'. However, the source makes it clear that this 'liberty' has been done with consent of the muzzled press. The press does not accept that the Government has the 'right' to do it, but they do see the 'temporary necessity' for it. There is a free press provided it does not exercise that freedom in certain areas • Source C: supports the view in stating that 'a government may feel compelled during an actual war, to control the use of the telegraph as well as the circulation of any newspapers openly supporting the enemy' and writes of 'the right to do this' • Source D: is important as it comes from the South during the war. Most of the 'civil liberty' issues which get publicity, both then and now, come from the North. It clearly suggests that civil liberties in Georgia have been, and are being, violated. Military men are 'ignoring constitutions, laws, states' rights, state sovereignty and every other principle of civil liberty'. There is no sign of the consent for the extreme action seen in Source B. The Governor is frightened of a 'despotism' **Challenge** • Source A: challenges the hypothesis as, when Berryman appealed to the Supreme Court, the 'guardian' of the Constitution, he was released on the orders of the Chief Justice. The Chief Justice not only denied the right of the President to suspend Habeas Corpus, but also maintained that soldiers were not empowered to arrest civilians. Even in time of war, Berryman was entitled to the 'due process' of the law, which required that no one be arrested unless they had broken the law and could not be detained unless by order of a civil, as opposed to a military, court. The outcome of the case would suggest that, here at least, civil liberties were not being destroyed	**25**

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Question	Answer	Marks
2(b)	• Source C: is similar in some respects to Source B on this issue. It does accept that the government has a 'right' to 'control the circulation of newspapers openly supporting the enemy'. This almost certainly means banning such newspapers. However, such support would presumably be a breach of the Treason laws and therefore could be dealt with in the Civil courts as required by the Chief Justice in Source A Evaluation: *In Source A, the evidence is reliable as it is taken from the Supreme Court Proceedings in June 1861, but Lincoln does subsequently suspend the act in September 1863 six months after the passing of the Habeas Corpus Suspension Act.* *Source B is an extract from the diary of WH Russell, War Correspondent of 'The Times' and there is no reason to doubt the entry in the personal diary of an experienced war correspondent. As a war correspondent he would be used to working within the restrictions imposed by different governments and he states that while the newspaper correspondents have agreed to the restriction 'they do not accept that it is right, but they accept it as a temporary necessity'. Contextual knowledge would suggest that it is accurate, in most cases.* *Source C – the New York Tribune supported the Republican Party and the fact that it showed an understanding of some restrictions on the liberty of the press but still felt that it could criticise other aspects of government suggest that it is not giving its wholehearted approval to restricting civil liberties. It reserves the right to offer justifiable criticism and despite its Republican sympathies it did not always agree with Lincoln.* *Source D – while there is no reason to doubt the facts about the declaration of martial law and its implications for civil liberties in the South, it needs to be remembered that one of the many problems that the leaders of the South had in conducting the war was the desire of Governors like this one to contribute to, and run, the war on their own particular terms.* Accept any other valid responses.	

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Question	Answer	Marks
3(a)	**Read Sources B and D. Compare and contrast these sources as evidence about the Chinese response to the Japanese invasion.** Indicative content **Similarities include:** • Some military failure is admitted by Chiang Kai-shek in Source B, as 'we have lost much territory' and 'the lives and wealth of our fellow-countrymen', while Source D presents a very negative view of the Chinese military response, seen in the unfavourable contrast: 'What a fight the Russians have made. Compare it with the Chinese disaster.' • They both mention the continued 'support of the people' (Source B) for the fight. Source D speaks of the 'compliance of the common people' **Differences include:** • In Source B, the Kuomintang leader claims that his side are committed to fighting for 'our national existence and for freedom' and the struggle against Japan will end in victory as the enemy 'is approaching collapse'. In Source D, the American general is much less positive. He claims that Chiang Kai-shek 'says he won't fight' and that the Kuomintang are dominated by 'cowardice' and a wish to 'let someone else do the fighting' • Chiang Kai-shek in Source B identifies the 'shortage of modern armaments' as a barrier to their campaign. General Stillwell, in Source D, identifies many other issues, including 'colossal ignorance and stupidity of staff' • Source B claims that the Kuomintang have shown 'high principle' in the 'struggle against Japan'. Source D contradicts this, with references to 'a gang of thugs' and a 'rotten regime' **Explanation** *The similarities and differences show two contrasting explanations for the Chinese nationalist failure to defend their country effectively against the Japanese invasion. Chiang Kai-shek acknowledges heavy losses and implying the real issue is lack of 'modern armaments'. He is speaking to his own party and clearly wants to present a hopeful and inspiring message.* *US General 'Vinegar Joe' Stilwell is writing a private account of his frustration with the Nationalist war effort in characteristically caustic style. As the commander of the nominally integrated Chinese-American army, he had a difficult relationship with Chiang Kai-Shek. The tone of his criticism is extreme.* Accept any other valid responses.	**15**

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Question	Answer	Marks
3(b)	**Read <u>all</u> of the sources. How far do the sources support the view that Chiang Kai-shek and the Kuomintang were corrupt?** Indicative content **Support** • Source A: supports the view, as it describes the opulent lifestyle of Chiang Kai-shek. It also claims 'that workers' blood and sweat pay for those luxuries'. It also accuses Chiang of corruption in the sense of being a 'traitor general' • Source C: supports the view to some extent. The left-wing view that the 'Kuomintang is hopelessly corrupt' is recorded and the reasons for this are set out. The party is said to attract 'those who would seek to enter any government', which excludes many of the poorest, and so protects the interests of the more privileged. It has also 'tolerated widespread corruption' • Source D: supports the view very emphatically. The American general asserts that 'money, influence, and position are the only consideration of the leaders'. He gives many examples of what he sees as the personal, political and financial corruption of this 'rotten regime' and the man whom he describes sarcastically as 'its figure-head, the all-wise, great patriot and soldier' **Challenge** • Source B: presents Chiang Kai-shek's claims that his government was morally irreproachable: a 'virtuous government' which has 'been able to live up to this high principle'. He also claims that the economy has been well and fairly run, as 'our financial structure has not been seriously injured, our currency has remained steady' and that the people are prospering • Source C: also offers some challenge, in suggesting that corruption has not been encouraged, but merely tolerated 'because it already exists'. The composition of the party is characterised as cosmopolitan, with 'modernised Chinese of all classes'. As such, it does not promote 'class warfare' but has tried – if 'not always efficiently or faithfully' to enact modest reforms **Evaluation** *Source A shows the Communist view of the Kuomintang leader, after the split between the two groups led to violent purges of Communists in Shanghai and other centres. It is clear that anger with Chiang Kai-shek runs through this poem, but the allegations of corruption can be supported from other sources. The new wife being referred to was the wealthy, American-educated, Soong Mei-ling.* *In Source B, Chiang Kai-shek is motivated to show his behaviour and government in the best possible light. He is speaking to his supporters, at a time of attack by the Japanese, and is presenting a positive message.*	**25**

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Question	Answer	Marks
3(b)	*Source C is quite balanced analysis, by a sympathetic American observer, which concedes there is some corruption, but does not suggest this is extreme or encouraged by the party leadership. His overall support for the Kuomintang is indicated by his view of Communists as an 'evil' to be eradicated because 'whatever their ideals', they have 'helped to impoverish a poor nation by merciless civil war'.* *In Source D, the American General Stilwell has great personal animosity towards Chiang Kai-shek, which clearly colours these claims of corruption. Many Americans felt particularly angry that much of the aid they provided was reportedly appropriated by the leaders of the Kuomintang. These are clearly the genuine beliefs of Stilwell, and although his is an extreme version, aspects of this corruption were widely reported.* *Taken together, the sources show evidence for the corruption of the Chiang Kai-shek and the Kuomintang over a long period. Both writers of Sources A and D show anger towards the government, and some of Stillwell's views echo those of the Communist poet nearly 15 years earlier (Source A). Source C offers some justifications for the corruption, which in itself indicates that awareness of it was widespread. It is only Chiang Kai-shek himself who presents his government as free from corruption.* Accept any other valid responses.	