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Cambridge Assessment International Education

Cambridge International AS & A Level

HISTORY **9489/12**

Paper 1 Document Question **February/March 2023**

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. Compare these two sources as evidence about the opinions of members of the Estates-General on the rights of men.** Indicative content **Similarities include:** • Both sources have strong opinions on liberty and the rights of men as citizens. Source C argues that 'all men are equal in rights' and goes on to describe what those rights should be. Source D argues that liberty is the most 'sacred of rights'. • Both sources argue in favour of freedom of speech and expression. In Source D 'every kind of writing may be printed' and in Source C enquiries into a man's 'opinions, speech and writings' should be prohibited unless they would disturb public order. • Both sources argue that personal liberty is important and that citizens should have their rights (for instance freedom from arbitrary arrest through lettres de cachet) protected. **Differences include:** • Source C is more radical in its opinions stating clearly that all men are equal and arguing in favour of voting by head. This supports their ideas of equality for all men. Source D is less radical, retaining more focus on the class system with voting by order. • There is a difference of opinion on religion. Source C suggests that men should have freedom of religion while Source D implies that Catholicism should be strengthened, and that national religion is more important than the beliefs of an individual. **Explanation** *Given that Source C comes from the Third Estate of Paris it is perhaps not surprising that the ideas listed are more radical than those in Source D. Paris was home to radical clubs and the Palais de Justice was an important meeting place for the discussion of radical ideas about equality and liberty. Discontent with inequality and taxation had been building over the previous years (made worse by poor harvests in the 1780s, food shortages and price rises). There is also a more legal focus in Source C which reflects that many of the Third Estate were lawyers. Source D, coming from the Second Estate, makes fewer radical demands as might be expected from the nobility. They would be unlikely to accept the Third Estate's demand for equality in taxation and might baulk at the idea of all men being equal. However, there are sufficient similarities to make it clear that the nobles were also keen on reform and greater individual liberty and elements of equality.* Accept any other valid responses.	**15**

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Question	Answer	Marks
1(b)	**Read all of the sources. How far do these sources agree that taxation was the main cause of discontent before the Revolution?** Indicative content **Support includes:** • **Source A** argues that the owners of the large estates misuse the taxation system and 'add their own taxes to those of the monarch'. • **Source B** shows the Third Estate being crushed by different kinds of tax which must be paid, and which seem to benefit the First and Second Estates who are shown balancing on top of the rock which is crushing the Third Estate • **Source C** argues that taxes should be abolished and levied equally. **Challenge includes:** • **Source A** although taxation is an issue the author also argues that inequality is a problem with the nobles begging favours from the crown and the 'common people' going unrewarded for their service. • **Source C** much of the cahier of the Third Estate is motivated by demands for equality and liberty and their complaints about taxation can be seen in this light. The Third Estate are not simply motivated by the financial benefit of changing taxation but are more concerned to remove the unfairness of the system. • **Source D** argues that it would be too expensive to remove the salt tax. The source is more concerned with liberty and freedom than with economic issues. **Evaluation** • **Source A:** *candidates can use their knowledge to assess the claims made in this source. For instance, it was common for landlords to charge their tenants for fishing, wood cutting, the use of the mill as well as charging high rents to be paid in grain or produce. There was much complaint about this by 1788 due to failed harvests and bankruptcy. Landowners were accused of hoarding grain to secure higher prices, and this made resentment of the nobility more bitter.* • **Source B:** *Although this source might be said to have a clear propaganda purpose, candidates could explain the taxation system (such as the corvée) which is highlighted in the cartoon.* • **Source C:** *Candidates can use their knowledge of the Three Estates and the meeting of the Estates-General in 1789 to explain the context and content of this source. However, while the Third Estate had most interest in having taxes distributed more fairly, their cahier contains many of the popular ideas about liberty which had been discussed in the coffee houses and pamphlets of Paris. The Third Estate was not represented by peasants and labourers but more well-off and well-educated men, many of whom were lawyers.*	**25**

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Question	Answer	Marks
1(b)	• **Source D:** *Understanding of the Second Estate could help candidates to evaluate this source. Less numerous than the Third Estate in the Estates-General their demands were slightly more conservative. However, many nobles were frustrated by the financial state of France and wanted a more equal society where people (including themselves) could progress on merit and have some say in how the country was governed.* Accept any other valid responses.	

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Question	Answer	Marks
2(a)	**Read Sources C and D. Compare and contrast these two sources as evidence of Standard Oil's methods of dealing with its competitors.** Indicative content **Similarities include:** • Source C suggests that Standard Oil has control of the railroads, in Source D it says they have invested in methods for cheapening transport which also implies control. • **Source C** says he was prepared to buy out his rivals, as does **Source D.** **Differences include:** • **Source C** maintains his methods were ruthless (cutting of supplies, losing shipments, threatening grocery stores etc) while **Source D** argues that Standard Oil did not 'crush' its rivals and used fair business practices. • **Source D** maintains that a fair price was paid to buy out rivals, while **Source C** maintains that he paid between a third and a half of the real value. • In **Source C** it says that Standard Oil was initially open to negotiations but then used shadier methods, whereas in **Source D** Rockefeller says he was always open to fair negotiation. **Explanation** ***Source C*** *was written by a critic of Rockefeller (there were many of them) so there is bound to be bias there. However, there is also some balanced, and accurate, comment there as well about the elimination of waste and having a very efficient organisation. Contextual knowledge suggests that most of what the writer says is very accurate as the methods that Rockefeller and his company used were widely known and emulated and often challenged in the courts.* ***Source D*** *is written by Rockefeller himself, and he was well used to defending himself, his business methods, and his company. There is a degree of balance there, but the focus is on the 'plus' points and his capacity for self-delusion is strong. There is plain dishonesty there about the prices he paid out to terrorised rivals, but also a degree of acceptance that his methods may have been the result of 'over-enthusiastic' employees.* Accept any other valid responses.	**15**

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Question	Answer	Marks
2(b)	**Read <u>all</u> of the sources. How far do the sources support the idea that Standard Oil brought great benefits to the US economy?** Indicative content **Support includes:** • **Source B:** This argues that there were real benefits from this type of company as it prevented wide fluctuations in price which impacted on investment. Such organisations brought stability to the economy and avoided wasted capital. They also enabled a fall in the price of oil. • **Source C:** This does point out that there were benefits in the form of the company's marketing methods and it also led to the elimination of waste. Prices were stabilised and the supply of oil guaranteed. • **Source D:** This source stresses the efficiency the company brought to the industry. There is also the mention of developing new markets and holding the market against foreign competitors. The whole source is largely a list of the praiseworthy things Rockefeller's company has done. **Challenge includes:** • **Source A:** The source is clearly an attack on Standard Oil and its methods. It shows the many 'Octopus' tentacles spreading out and strangling so many aspects of the United States. The shipping industry, Congress, savings banks, the railroads and the smaller oil companies are amongst its 'victims'. • **Source C:** The source is highly critical. It stresses his ruthless methods of dealing with competitors and the way in which the company created a monopoly. It emphasises the risks of one man being able to control both the supply and the price of a vital commodity in a modern economy **Evaluation.** **Source A:** *Clearly has little time for the company, and the purpose is to attack and criticise it. It tries to get over visually the nature and extent of the Company's influence and the harm that it does. This could be cross-referenced with Source C which mentions how the company used its control over railroads to deal with rivals.* **Source B:** *Is much less condemnatory of the company and its methods but approaches the issue from a strictly 'commercial' point of view and might be less inclined to criticise it.* **Source C:** *Was written by a critic of the Company but does show a degree of balance throughout. It does start by suggesting that while the aim of reducing waste was a good idea, the methods used to attain this objective were wrong. Unlike Source A, there is balance here, but also detail that can be backed up by contextual knowledge.*	**25**

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Question	Answer	Marks
2(b)	**Source D:** *Obviously Rockefeller is going to defend his Company and its methods and place an emphasis on the 'good' that it has done. He does at least show that he is aware of some of the many criticisms made about his company and its methods with his final comment about his salesmen.* Accept any other valid responses.	

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Question	Answer	Marks
3(a)	**Read Sources B and C. Compare and contrast the views expressed in these two sources about the Treaty of Portsmouth.** Indicative content **Similarities include:** • Both sources talk about the involvement of President Roosevelt as having called the conference which led to the Treaty. • Both sources are aware of the need to gain public approval for their stance; the Japanese 'won the applause of the whole civilised world' while the Russian speaks of 'winning the sympathy of the Americans' and 'peace-loving public opinion'. • Both sources suggest that Japan is the victor in one way or another. **Differences include:** • There is a fundamental difference about which country benefited. In Source B, Japan is seen as having 'conceded every point in dispute' and accepted limited gains despite having won the war; 'Russia had won the victory on the face of it' at the Treaty. In Source C, the Russians regard the Treaty of Portsmouth as 'a heavy blow to our national pride' as it was 'a peace advantageous for the Japanese'. • Source C says that 'Sakhalin is in the hands of the Japanese, and we have no means to recover', while Source B indicates that Japan 'gave up half of the island of Sakhalin'. **Explanation** *The writer of Source C is clearly sympathetic to Japan: Britain was allied with Japan from 1902, whereas there were tensions between Britain and Russia over India and the Far East. Each side had spent about a million dollars per day on the war and faced financial crisis. Whereas in Source D the Russian negotiator's awareness of the importance of behaving tactically, as well as the anxiety of the process, are evident here. He sees the negative impact of the war on Russia's status. He is trying to show his achievements in a challenging context.* 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, by 1905, Japan was determined to dominate East Asia?** **Indicative content** **Support includes:** • **Source A:** This implies some support when the Japanese prime minister writes of 'forcing upon Korea and China' the 'benefits of modern development'. This will be 'by persuasion and education, if possible; by force, if necessary'. • **Source C:** It talks of 'a Japan set on increasing its strength' not being 'the best interests of America', implying challenges to American interests in East Asia. It also confirms the Japanese occupation of Sakhalin. • **Source D:** The American general speaks of the strength of the Japanese armed forces. The threat is seen as a future one 'planting the seed of eventual Japanese conquest of East Asia'. This is linked to the quotation of Roosevelt's warning to Japan, and the reference to 'a growing uneasiness' in Washington. **Challenge includes:** • **Source A:** It directly states 'Japan does not seek territorial aggrandisement nor dictatorial supremacy'. • **Source B:** It describes Japan as 'generous' and peaceful, willing to give up possible gains from war 'in the name of humanity'. However, it does acknowledge that the war 'completely changed the political power in East Asia'. **Evaluation** ***Source A****: The Japanese prime minister shows Japan is willing to follow the US and European example in his rather ominous claim that he is merely forcing on its neighbours 'same benefits of modern development that have been in the past forced upon us'. He thus demonstrates a clear desire to dominate the area. There is no reason to think that this is not his policy although it should be considered that he is writing for an American audience.* ***Source B****: The Russo-Japanese war marked the emergence of Japan as a recognised military force, although this source indicates that Japan was not able to capitalise on this by direct gains at the Treaty of Portsmouth. The author shows a very positive view of Japanese policy, perhaps linked to the Anglo-Japanese alliance, and the belief that the interests of the two nations in East Asia coincided. Japan's concessions were less positively regarded by the Japanese public; there were protests and rioting in Tokyo when the details of the Treaty were published.* ***Source C****: This Russian negotiator is keen to assert his diplomatic skills in the face of what he sees as US partiality for Japan, and also to warn of the consequences of this for future Japanese dominance of East Asia. This viewpoint can undermine the validity of the source. The fact that he is writing in 1921 also means that he may be reading more into the situation as the relationship has developed.*	**25**

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Question	Answer	Marks
3(b)	***Source D**: McArthur sees Japan as an emerging threat, but clearly speaks with hindsight – by 1964 his career was largely over, and he is commenting from the side-lines. He was commander of all Allied forces in the Pacific at the end of the Second World War, and officially accepted Japan's surrender in 1945.* Accept any other valid responses.	

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