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Cambridge Assessment International Education

Cambridge International AS & A Level

HISTORY **9489/11**

Paper 1 Document question **May/June 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 <u>why</u> 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 <u>or</u> 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 <u>and</u> 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 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 A and B.** **Compare and contrast these two sources as evidence about the events of 14 July 1789.** Indicative content **Similarities include:** • Both sources agree that the Bastille was attacked and fell on 14 July. Source A says the 'Bastille fell' and **Source B** mentions the 'surrender'. • Both sources agree that the crowd which entered the Bastille by the first drawbridge was attacked. Source A says they were 'fired upon' and **Source B** refers to those who crossed the drawbridge as being instantly massacred'. • Both sources agree that de Launay fired on the people / troops. In **Source A**, despite a flag of peace people were fired upon and in **Source B** de Launay fired at the people 'contrary to expectations'. • Both describe events as violent and motivated by a desire for revenge on de Launay for his actions towards the crowd earlier in the day. **Differences include:** • De Launay offers peace in **Source A** by putting 'out a flag of peace', in **Source B** he appears to accept a flag of truce offered by the troops approaching the Bastille. • The fighting seems to be more drawn out in **Source A** 'grew steadily more intense' whereas it is quickly over in **Source B** 'soon made the breach'. • The Governor stands trial in **Source B** which refers to a 'quick trial' but is prevented from reaching his trial in **Source A** when the people 'allowed neither de Launay nor the other officers to reach the place of their trial.' • The number of citizens admitted to the Bastille is 600 in **Source A** and 'about 40' in **Source B**. **Explanation** ***Source A:*** *is from a Paris newspaper and makes more of the treachery of the Governor and the bravery of the citizens. They are likely to read this account and will be pleased to see their heroism / bravery reported. The newspaper refers to the Bastille as a 'place of horror' and it was a much-hated symbol of the ancien regime.* ***Source B:*** *is a slightly calmer account of events which deplores the 'barbarity' with which De Launay was handled. It also mentions the reason for the militia approaching the Bastille. Candidates might use their contextual knowledge to explain the increase in popular demonstrations after the dismissal of Necker on 12 July and the search by the demonstrators for weapons.*	**15**

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Question	Answer	Marks
1(a)	*The similarities between the sources could be explained by use of contextual knowledge of what happened when the Bastille was stormed or of the reasons for the anger of the Paris mob by July 1789.. The differences can be accounted for by the provenance. The newspaper had to appeal to its readership, many of whom were involved in demonstrations. The British ambassador, although agreeing with* ***Source A*** *on some events, takes a less jubilant approach. He is of the opinion that the Revolution is now complete and would have been quite keen for the violence to subside. Candidates may be aware that Britain was fearful of a spread of revolutionary ideas from France.* Accept any other valid responses.	

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Question	Answer	Marks
1(b)	**Read <u>all</u> of the sources.** **'The storming of the Bastille had widespread support.' How far do these sources support this view?** Indicative content **Support:** • **Source A:** suggests that there was widespread support. The source emphasises the role of citizens in events. It mentions the 'enormous cheering crowd' which accompanied the captured de Launay to the Hotel de Ville and the celebrations which followed. Might also talk about 'blessed liberty' and the likelihood of the people welcoming the achievements of the fall of the Bastille. • **Source B:** is more nuanced but agrees that de Launay broke his promise to the people, that there were large crowds and that the revolution has been accomplished. The British Ambassador seems to generally support what has happened which indicates wider support. • **Source C:** 200 000 armed Parisians indicative of widespread support. • **Source D:** can be used as a support from the point of view of the artist. The Third Estate has been shackled but is waking up and taking up arms – the clergy and nobility should be frightened. **Challenge:** • **Source C:** although a member of the Third Estate who might be expected to support the fall of the Bastille, the author of this source is nervous about the number of Parisians who now carry arms and are not trained or disciplined. He seems fearful that further violence will take place and this suggests a lack of support. • **Source D:** the source portrays the clergy and nobility as alarmed by the events that have taken place, therefore not supporting what has happened. The fallen Bastille can be seen in the background and the Third Estate throwing off his shackles and reaching for weapons suggests the likelihood of more violence which could be aimed at the clergy and nobility. **Evaluation** ***Source A:*** *is from a Paris newspaper and emphasises the role of the people in the fall of the Bastille and the celebrations which follow. The Bastille and de Launay are seen as representing a by now hated regime. By 14 July, there were widespread demonstrations in Paris, partly fuelled by the resistance of the King to the demands of the Estates General and by bread shortages. The press / pamphleteers were important in spreading revolutionary ideas. Although the source has a clear purpose in presenting events as it does, much of what is contains can be corroborated by other sources / contextual knowledge and candidates might consider that this increases its weight as evidence.*	**25**

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Question	Answer	Marks
1(b)	***Source B:*** *This is written by the British Ambassador and he and colleagues in the British government were watching events in France with some concern. He appears to think the revolution is now over and that France has become a constitutional monarchy. This reflects his own unease over the situation rather than the reality. Candidates may be aware of the attitude of the British towards revolution and their fear that it should not spread. Candidates might consider the more balanced tone of the source to add weight its argument.* ***Source C:*** *The author is worried by the prospect of violence. This was becoming increasingly likely throughout the spring and summer in Paris. As a Deputy to the National Assembly he would be keen to see changes to the government in France made in a calm and legal fashion and may have still been hopeful for a constitutional form of government to be established. The source is balanced and the writer seems torn between support for what has happened (the Parisians are 'proud of their liberty') and being fearful for the future.* ***Source D:*** *satirises the reaction of the nobility and the clergy to events. Candidates could use their knowledge of the Estates General to explain the differences in opinion about how France should be governed. There had also been attacks on the property of the nobility during 1788.* 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 about presidential power.** Indicative content **Similarities include:** • **Source C** accepts that the President has the right to create a commission which can attempt to resolve the dispute. **Source D** agrees, saying that the operators accepted he had the right to create a Commission to resolve the dispute • Both sources suggest that the President's actions were illegal. **Source C** says that the President's action was 'not specified by the Constitution' while **Source D** says that his action was 'not required by the Constitution.' **Differences include:** • **Source C** argues that the President's actions violate the principles on which the country is based. **Source D** argues that it is a President's duty to act when such a crisis occurs. • **Source C** says the President's action is unconstitutional while **Source D** makes it clear that he can act unless the Constitution expressly forbids him to do so. • **Source C** says that the President has no right to intervene while **Source D** argues that he has the right. **Source C** argues that the President has acted illegally, while **Source D** 'assumes' that the President has the legal right to act if the 'needs of the people' demand it. **Explanation** *Contextual knowledge of the coal strike in Pennsylvanian anthracite mines in 1902, especially around Roosevelt's intervention, could be used to explain the similarities between the sources. By the time **Source C** was written the strike had been going on for several months and had become increasingly violent. Coal prices had risen, many miners had returned to Europe and the coal supplies to cities on the east coast were under threat. There was a precedent for Roosevelt's involvement in what would normally be regarded as off limits and an issue for the State to resolve. A Federal solution was agreed in a similar strike in 1900 but was not a permanent solution and the leaders of the miners' union had already asked Roosevelt to call a special session of Congress when the mine operators refused to negotiate.*	**15**

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Question	Answer	Marks
2(a)	*The sources are aimed at very different audiences and this might be used to explain the differences between them.* ***Source C*** *openly sets out to put forward the mine operators' point of view and is to be expected to be selective therefore in what points it makes. It was published in a magazine towards the end of the crisis in which Roosevelt had played a major, and innovative, part in resolving. However, the operators resented the interference of the President and use the Constitution to strengthen their position.* ***Source D*** *is by Roosevelt, written in his memoirs after he had left office. Naturally he is trying to portray his actions in a good light and was keen to be seen as the champion of the people, particularly as one of the charges against him was that he had increased Presidential powers to an 'unconstitutional' extent.* Accept any other valid responses.	

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Question	Answer	Marks
2(b)	**Read <u>all</u> of the sources.** **'The mine operators were responsible for the difficulty in resolving the Coal Strike of 1902.' How far do these sources support this view?** Indicative content **Support:** • **Source A** places the responsibility for difficulties in resolving the strike firmly on the operators. It is not just the actual comment on the bottom of the cartoon, but also the overall message of the cartoon. The operators' hands are seen to be wielding a large hammer with 'no concessions', 'no arbitration' and 'no interference' written on it. They are not prepared to negotiate and therefore prolong the strike. • **Source C:** the fact that the operators are defending themselves on theoretical and constitutional grounds might suggest that their economic and moral case is not strong, and they are finding excuses not to cooperate. • **Source D** places the blame firmly on the operators with their refusal to 'negotiate or concede and were determined to break the strike by force'. It mentions the miners' suffering and the owners 'extreme individualistic view of their property rights.' **Challenge:** • **Source B** does not support the argument at all. This is hardly surprising as it is a statement by the coalfield managers at the outbreak of the strike. It is a little defensive in places as 'it believes that the wages are fair' and that 'profits have been small' but the overall tone is hostile to the miners and makes them fully responsible for the lack of resolution. The authors maintain that they are prepared to accept arbitration, but the miners were not, which is disingenuous. • **Source C** makes it clear that it was the miners who destroyed the chance of arbitration, but also places some responsibility on the President for intervening as well. There is scope for cross-referencing with **Source B** about the refusal to work by 'some miners' suggesting that the point made in **Source B** that some wished to work is a valid one. **Evaluation** ***Source A*** *is designed to portray the operators in the worst light possible and the purpose of the source might be considered to reduce its weight as evidence. It shows 'Uncle Sam' in the background looking alarmed at what the operators are trying to do to the miners- with the hammer labelled 'no concession', 'no arbitration' and 'no interference' showing the owners' ambitions in this respect.*	**25**

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Question	Answer	Marks
2(b)	***Source B*** *presents the operators point of view as it was a statement by their employees, the men who managed the coal fields on their behalf. They could hardly say otherwise if they wished to keep their jobs. They try and place the blame firmly on the miners and show them in the worst possible light. There is also an attempt to defend the owners with the reference to some becoming bankrupt. Contextual knowledge of the strike could be used to explain that it had become increasingly violent with attacks on blackleg labour.* ***Source C*** *presents the operators / owners side of the strike. It stresses the fact that the miners' leaders have refused arbitration and that Theodore Roosevelt is acting above his authority. Knowledge of the Constitution could be used to assess the validity of the mine operators' argument and consideration of this report's purpose could be used assess the weight of the source as evidence.* ***Source D*** *suggest that although primarily intended to defend the President's actions, which he admits were 'technically' illegal, the source comes down on the side of the miners. Roosevelt says that the operators refused to negotiate or concede and were determined to use the issue to break the strike by force. Contextual knowledge could be used to evaluate the claims which are made in the source. Candidates may consider the purpose of the source – it was written in 1913 as a justification of Theodore Roosevelt's actions. This might weaken it as evidence.* Accept any other valid responses.	

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Question	Answer	Marks
3(a)	**Read Sources A and D.** **Compare and contrast these two sources as evidence about German ambitions for imperial expansion.** Indicative content **Similarities include:** • Both sources reflect a wish to expand German influence: 'to acquire territory' in **Source D** and 'occupy enormous stretches of territory' in **Source A**. • German commercial interests are specified in both sources with a reference to 'new fields of industry and trade in **Source A** and expansion 'to serve the end of commerce' in **Source D**. • In both sources, Germany is seen as 'a rising nation' which is starting to demand more access to areas previously influenced by British imperialism, so 'that Germany as well as Britain' should be able to colonise and trade. • Both sources show that German ambitions were dependent on British consent **Differences include:** • The scale of German demands is described differently in each source. In **Source A**, the British Prime Minister talks of German demands to 'occupy enormous stretches of territory' in Africa. In **Source D**, the German Kaiser refers to far more modest requests for 'refuelling bases'. • The geographical focus for German ambitions is different. **Source A** identifies the German motives as focused on Africa as providing 'new outlets for colonisation by the excessive population at home, and new fields of industry and trade.' **Source D** mentions the wish to 'open up China to international trade'. **Explanation** *The differences between the sources could be explained by considering the motive of each author. Both are motivated to show the reasonableness of their own attitude. Salisbury sounds quite sympathetic to German expansion, though he emphasises the huge extent of German ambitions and is keen to stress British generosity. On the other hand, the Kaiser wants to present Germany's ambitions as modest and justified, and to emphasise his country's growing influence as 'a rising nation'. Therefore,* ***Source D*** *presents Germany's imperial ambitions on a smaller scale to emphasize how reasonable they are.* *The similarity between the sources could be explained by reference to contextual knowledge. Both sources accept that Germany has ambitions to build their empire. The Kaiser was determined to assert Germany's rightful place among the world powers and concluded the 1898 'unequal treaty' with China which gave Germany extensive rights around the port of Tsingtao. This functioned as a naval base and trade centre, fulfilling the ambitions outlined in* ***Source D****.* ***Although Source A*** *is focused on a different part of the world, it is evident that Germany wanted to expand its influence. For example, after the Berlin Conference of 1884, Germany established colonies in West and East Africa (Namibia, Togoland and Tanzania).* 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 imperial expansion caused tensions between the colonial powers?** Indicative content **Support** • **Source B** presents 'conflicting interests in territorial and commercial expansion' of the great powers as the main cause of the build-up of arms and of numerous diplomatic incidents. While 'great imperialist powers' have rarely clashed directly, apart from in the US war with Spain, the tensions are evident between 'powers with African or Chinese interests'. • **Source C** suggests how during the Boer War, the Kaiser was certain that 'German opinion undoubtedly was bitterly hostile' to Britain. France and Russia also demonstrated hostility arising from the conflict in South Africa in their wish 'to humiliate Britain'. • **Source D** shows the Kaiser expressing anger with Britain 'which everywhere opposed German wishes' and refused to allow Germany 'to acquire territory' to trade with China. This resulted in negotiations between the two European powers being 'broken off, without result, in a rather impolite manner'. **Challenge** • **Source A** describes British willingness to concede rights to Germany in Africa: 'we accepted that Germany as well as Britain' should develop colonies. Salisbury is specific about the wish to avoid conflict, as he did not want to 'risk the happy agreement between the two governments'. • **Source C** could be argued to offer some challenge**,** as the Kaiser makes a distinction between public opinion and 'official Germany'. He claims his personal wish for good relations meant he often showed 'good-will' and that he resisted demands to oppose Britain to avoid 'complications with a sea power'. **Evaluation** *In **Source A** the British prime minister is trying to present his behaviour in the best possible light and this might be considered as weakening the value of the source. Salisbury claims the British co-operated with Germany over colonies. His speech indicates his wish to avoid conflict with other European powers and this aim could be backed up by contextual knowledge. Salisbury tended to look for diplomatic solutions in colonial issues and worked with Bismarck to reduce Anglo-German tensions in east Africa. However, his ambition was to maintain British influence 'from the Cape to Cairo'.* ***Source B** shows opposition to imperialism on the grounds it created tension. These views arise partly from the context of the Boer War, where a series of defeats humiliated the British army, and caused a popular reaction against aggressive imperialism. Using contextual knowledge to assess what the author argues might seem to strengthen the weight of the source. However, the emotive language of the source, and the writer clearly attempts to persuade readers of the hypocrisy and conflicts associated with competitive imperialism. Candidates might consider that this weakens the source as evidence.*	**25**

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Question	Answer	Marks
3(b)	*In **Source C** Wilhelm claims to have resisted popular and international demands to humiliate Britain. He is, however, being interviewed by a British newspaper, so clearly wants to present himself as a friend of Britain. This may be considered to limit the weight of this source as evidence of Wilhelm's real intentions. The interview raised concerns about his judgement and offended many readers.* *In **Source D** the Kaiser asserts British hostility to German ambitions in China, in great contrast to how the relationship is presented by the British Prime Minister in **Source A**. Contextual knowledge can be used to assess the source. Bismarck was motivated to compromise but after his resignation in 1890, the Kaiser pursued a more aggressive policy and tensions. The way in which the Kaiser presents the British ambassador's view is questionable. Wilhelm is looking back after the First World War and has the agenda of presenting Germany as a victim rather than an aggressive power. Candidates may conclude that this undermines the weight of this source as evidence.* Accept any other valid responses.	

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