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Cambridge Assessment International Education

Cambridge International AS & A Level

HISTORY **9489/13**

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 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 A and B.** **Compare and contrast these two sources as evidence about the work of the National Constituent Assembly.** Indicative content **Similarities include:** • Both sources agree that the Assembly has removed some of the feudal dues which were part of the old regime. **Source A** lists these in detail, whereas **Source B** comments on the removal of taxation and implies other restrictions (such as on collecting firewood and hunting) have been abolished. • Both sources suggest the work of the Assembly is popular – **Source A** argues this is a night for 'public happiness' while in **Source B** the people are already acting on what has been decreed. **Differences include:** • **Source A** suggests the National Assembly has done great work whereas **Source B** claims that what it has done has led to a chaotic and potentially violent situation. • **Source A** sees the actions of the National Assembly as freeing the people from the servitude of the past and liberating them for a bright future. **Source B**, on the other hand, suggests that is has backfired and there will be further hardships as crops have been destroyed. • **Source A** suggests the Assembly is in control of the changes which are to be made whereas **Source B** suggests that things are getting out of control. **Explanation:** *The authorship of these sources could be used to explain the differences. The newspaper in Source B supports the King and therefore is likely to emphasise the chaos which accompanied the revolution. The President of the Assembly takes a different view which is not surprising given his role in events. Candidates could also use their knowledge of the Great Fear to explain the point of view expressed in Source B. Source A was also written later and Bailly may be overstating the optimism which surrounded the first meetings of the National Constituent Assembly in view of subsequent events.* *The similarities between the sources could be explained with reference to the feudal system in France and the bonds and taxes to which most people were subject. These included labour services such as the corvée, seigneurial taxes and the salt tax which was also very unpopular. Against the backdrop of bad harvests in the years before the revolution, these added to a situation which saw many people facing considerable hardship. The proposed removal of unpopular taxes was very popular.* Accept any other valid responses.	**15**

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Question	Answer	Marks
1(b)	**'There were good prospects for the revolution to proceed peacefully.' How far do these sources support this view?** Indicative content **Support:** • **Source A:** suggests that there are good prospects for the revolution. The source describes how many of the most hated features of the old regime were removed. Local courts run by landlords and labour services were deeply unpopular. The source has a positive tone, speaking about France being reborn and the people no longer oppressed. There is no suggestion of violence in the source, the focus is on 'public happiness'. • **Source C:** the King is returning to Paris from Versailles. A huge crowd accompanied him and there is an air of celebration about the gathering. (Contextual knowledge could be used to turn this into a challenge source.) • **Source D:** agrees to an extent as the revolution is 'of so wonderful a nature' and has been achieved with little bloodshed. **Challenge:** • **Source B:** this source suggests that things are out of control. The peasants have armed themselves for smuggling, destroyed crops which France needs and are acting as a lawless mob. They no longer fear the ministers of justice and no longer fear the law. This all suggests there could be violence and law-breaking. • **Source C:** if used with contextual knowledge of the March of the Women on 5 October this could be argued as a challenge. The King had little choice but to return. The palace at Versailles had been invaded, some of his bodyguard killed and vicious threats made against the Queen. • **Source D:** implies that things could still go wrong. It suggests there will be strong opposition and that the Assembly could make many mistakes. Washington states that for France to avoid running from 'one extreme to another' is hard to achieve and his mention of an even more oppressive government resulting from the revolution suggests things may not progress in a peaceful manner if the Assembly is not careful. **Evaluation:** ***Source A:*** *The President of the Assembly seems delighted by what the National Assembly has achieved and by members of the nobility agreeing to give up their feudal rights. His position and time of writing may encourage candidates to question the credibility of the source. Knowledge of the decisions of the Assembly could be used to support what he says.* ***Source B:*** *published in a royalist newspaper, this article takes a dim view of the 'achievements' of the National Assembly and deplores the unruly behaviour now taking place in the countryside. A period sometimes known as the 'Great Fear' began in July 1789 when there were many attacks on the property of the nobility. Such knowledge could be used to assess the credibility of this source.*	**25**

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Question	Answer	Marks
1(b)	***Source C:*** *although this source appears peaceful enough, there were violent events behind it which demonstrated considerable hatred for the Queen in particular. This needs to be linked to the utility of the source to judge the statement.* ***Sources D:*** *as a veteran of a revolution and war of independence, George Washington was a keen follower of events in France. He speaks from his own experience of the process of writing a constitution and makes an informed assessment of the issues which might lie ahead. Candidates could use their knowledge of the troubles facing the National Constituent Assembly to assess his comments.* Accept any other valid responses.	

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Question	Answer	Marks
2(a)	**Read Sources C and D.** **Compare and contrast the views given in these two sources of the Sherman Anti-Trust Act.** Indicative content. **Similarities include:** • **Source C** says that the law is 'much needed', while **Source D** says that it 'was very necessary to resolve the issue.' • **Source C** argues that it will deal with the monopolists while **Source D** maintains that it would hit the monopolists' 'worst excesses.' • Both **Sources C and D** agree that the overall intention of the Act was very clear. • Both **Sources C and D** agree that much depended on the willingness of the Harrison administration to enforce the Act. **Differences include:** • **Source C** suggests that the Harrison administration was 'inclined' to consider strongly enforcing the Act, while **Source D** says there was a 'real reluctance there' towards enforcement. • **Source C** suggests that the Act was 'broad enough' to deal with all the issues concerning trusts, however **Source D** suggests that as the monopolistic corporations had already drawn up ways of circumventing the Act, it was not going to be effective. • The overall tone towards the Act in **Source C** is quite positive, but there is serious criticism of it in **Source D.** **Explanation:** *Both sources are aimed at very different audiences and at different times.* ***Source C*** *is a piece of journalism, written just after the Act was passed. There had not been time to see how effective it would be. Clearly the author was hostile to the trusts and the impact they were having on the paper's readers. Contextual knowledge would suggest that there was accuracy in the reporting.* ***Source D*** *is an academic study written some years after the Act was passed and could therefore reflect upon the Acts actual execution. It has the advantage of hindsight which* ***Source C*** *does not have. However, being written by a highly experienced politician who had been President while the Act had been in force, clearly there is value in what he writes.* Accept any other valid responses.	**15**

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Question	Answer	Marks
2(b)	**How far do the sources support the view that the impact of trusts was harmful?** Indicative content **Support includes:** • **Source A** clearly supports the hypothesis very strongly. It suggests there was great harm being done to both the American economy and the people by the trusts – the long list of named trusts as well as comments like 'trusts on all the necessities of life' suggest this. The statue of Liberty is covered with an anti-trust messages, with Liberty herself being muzzled by a trust. 'Government by the people for the people' is being submerged by the trusts and trusts are seen to be dominating the financial capital of America, New York, in the background. • **Source C** strongly supports the hypothesis. The public are being cheated by the trusts and small local businesses are being destroyed by the bigger 'fish'. It was the people who were being required to 'pay up' to the 'vampire' trusts. The trusts are referred to as 'offenders' and there is a comment about the 'dreadful' monopolies. **Challenge includes:** • **Source B** is more balanced and broadly opposes the hypothesis. The author maintains they are 'necessary' and a 'good alliance' between critical factors in an economy. He suggests they benefit the economy by making for 'better business' and the people get 'better service' from them. There is balance there with the author criticising some trusts by implication. Some are monopolistic and became overcapitalised. Some worked with dishonest bankers who endorse unsound securities and encourage speculation. • **Source D** is fairly balanced on the issue. There is mention there of the 'efficiencies' and 'productivity' of the trusts, but also there is criticism with the references to their possible harmful impact on 'prices' and 'competition' as well as possible implications for interstate trade. The impression given by Taft is that trusts themselves were not innately bad and harmful, but there was a need for restrictions on them to avoid possible excesses. **Evaluation:** ***Source A*** *is a cartoon published at the height of the anti-trust campaign in the early part of the Progressive Era. Many of the leading Progressive figures were cartoonists and journalists. Being a cartoon, there is inevitable exaggeration for the sake of effect, but the message is very clear.* *The author of* ***Source B*** *is known as the 'Father of Trusts', so there might well be a lack of impartiality there. He has also set up his own trusts as well, and some might know that the rubber trust did come under criticism.*	**25**

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Question	Answer	Marks
2(b)	***Source C*** *is from a newspaper commenting on the Sherman Anti-Trust Act. We do not know the political leaning of the newspaper, but it is clearly supportive of the act which could be used to comment on the widespread public opinion that had formed by this period that trusts were unfair.* ***Source D*** *is written by Taft looking back on the trust-busting era. More trust busting was carried out during his presidency than during any other and this could be used to explain some of his criticisms here. However, he moved away from trust busting activities towards the end of his presidency.* Accept any other valid responses	

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Question	Answer	Marks
3(a)	**Read Sources A and C.** **Compare and contrast these two sources as evidence about the motives for the Scramble for Africa.** Indicative content **Similarities:** • The 'development of trade' is clearly a priority in **Source A**, as well as **Source C**, which speaks of the aim 'to stimulate trade by finding new markets'. • They both mention the wish 'to improve the moral and material wellbeing of the native populations' (**Source A**). This source also specifies the ending of slavery. **Source C** claims the British 'may also bring many advantages to Africa'. **Differences include:** • **In Source A**, the Berlin Conference indicates its goal to colonise in 'a spirit of good and mutual accord '. In **Source C**, the writer gives less emphasis to co-operation, and speaks of 'commercial rivalry' as the main cause of the 'Scramble for Africa by the nations of Europe'. • Other advantages are specified in **Source C**, that will serve Britain's 'own interest as a nation' such as 'fields for emigration or work' while **Source A** concentrates on the 'development of trade' without 'monopoly or favour' of any of the colonising nations. • Source A identifies bringing the 'the blessings of civilisation' to Africa as an important aim. **Source C** identifies 'advantages to Africa' only as a side issue to national self-interest and the 'need to provide for our ever-growing population'. **Explanation:** *The rhetoric of co-operation in the international agreement contrasts with the overt self-interest of British imperialists. The context for the international conference in Berlin was the entry of Belgium and Germany into the European race for colonies as counties competed for valuable resources such as gold, timber and markets. Bismarck hoped to minimise international conflict while ensuring that Germany could develop an empire. Clearly trade is the main motive for colonising Africa, but both sources pay lip service to the idea of bringing civilisation. This was associated with missionary activity.* Accept any other valid responses.	**15**

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Question	Answer	Marks
3(b)	**How far do the sources support the view that people at the time believed that colonisation would be a disaster for the native populations?** Indicative content **Support:** • **Source B:** Lobengula, King of the Ndebele, was tricked by white colonisers into signing away 'the right to all the minerals of my country'. This behaviour confirms the lack of regard for the rights of the indigenous people. • **Source C:** Lugard makes the exploitation of African resources for the benefit of the colonising power clear and mentions that the people 'rose in revolt against other nations' such as 'Germany, France, Portugal, and Spain'. • **Source D:** This supports the view very emphatically. The Baptist missionary witnessed 'such illegal and cruel deeds' that his blood boiled. He was writing to the Belgian Governor-General of the Congo Free State to express this outrage, and he gave a detailed example as evidence. **Challenge:** • **Source A:** This suggests that the participants in the Berlin Conference will have the welfare of the African people as a priority, and 'care for the improvement of the conditions of their moral well-being'. There is also a pledge to work to suppress 'slavery, and especially the slave trade'. • **Source C:** Here there is also some challenge**,** in the British author's suggestion that 'we may also bring many advantages to Africa'. He claims that the people there will not lose 'their freedom' and that British techniques of colonial rule have 'made us welcomed by tribes and peoples in Africa'. **Evaluation:** **Source A:** *The challenge views both come from European sources and indicate that a civilising mission is put forward alongside the aim of gaining commercial benefits through colonisation. The extent to which these views are hypocritical is open to discussion; they were closely linked to a belief in the need to convert African people to Christianity. This paternalistic aim of 'instructing the natives' is emphasised in the Act of the Berlin Conference, rather than the conferring of any material benefits. Context about the aims of the Berlin Conference, which were focused on establishing international guidelines for the acquisition of African territory to prevent conflict between European powers, might be helpful here.* ***Source B**: Strong support comes from the testimony of the African leaders, who see themselves as deceived and oppressed by white settlers. Several tried to appeal to Queen Victoria, but this did not prevent the exploitation of their lands and resources. The men in this instance, who tricked Lobengula, were sent by Rhodes, who set up the British South Africa Company in 1889 with the backing of the British government, in the hope of exploiting the expected mineral wealth of the area.*	**25**

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Question	Answer	Marks
3(b)	***Source C**: This is written from the perspective of a British colonial administrator and praises the British (as opposed to other powers') 'colonial method to rule by and through the natives'. Lugard was a supporter of the system of indirect rule, whereby the traditional leader of a colonised country effectively became an employee of the British government. This, however, did nothing to reduce exploitation or military interventions.* ***Source D:** This evidence from the Congo is particularly unambiguous. King Leopold II of Belgium had promised to promote the civilisation of the local people at the Berlin Conference, and the Congo was formally recognised as Leopold's personal possession. His control of the area would become notorious for corruption and inhumanity. The missionary appears to be a reliable witness of the cruelty to the Chief. However, he portrays some of the belief in British superiority claimed in **Source C.*** Accept any other valid responses.	

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