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CAMBRIDGE
International Education

Cambridge International AS & A Level

HISTORY **9489/11**

Paper 1 Document question **May/June 2024**

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 descriptions 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**

Annotation symbols

ID	ID	Valid point identified
	EXP	Explanation (an explained valid point)
	Tick	Detail/evidence is used to support the point
	Plus	Balanced – Considers the other view
	?	Unclear
	AN	Analysis
	^	Unsupported assertion
	K	Knowledge

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	EVAL	Evaluation
	NAR	Lengthy narrative that is not answering the question
	Extendable Wavy Line	Use with other annotations to show extended issues or narrative
SIM	SIM	Similarity identified
DIFF	DIFF	Difference identified
N/A	Highlighter	Highlight a section of text
N/A	On-page comment	Allows comments to be entered in speech bubbles on the candidate response.

Using the annotations

- Annotate using the symbols above as you read through the script.

- At the end of each question write a short on-page comment:
  - be positive – say what the candidate has done, rather than what they have not
  - reference the attributes of the level descriptor you are awarding (i.e. make sure your comment matches the mark you have given)

be careful with your spelling

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Question	Answer	Marks
1(a)	**Read Source B and Source C. Compare and contrast these two sources as evidence about attitudes towards child labour in the textile industry.** Indicative content **Similarities** • Both sources suggest that some people are or have been shocked by the idea of children working in factories. **Source B**'s writer is shocked by the treatment he has seen (as is the slave owner). **Source C**, although Greg advocates child labour, admits that 'people are no longer shocked' which suggests they were at one time. (Could argue this as a difference in the context of factory reform) • Both sources accept that child labour is vital for the survival of some families. **Source B** says that families are 'kept by their children' and **Source C** argues that children's earnings were 'essential to the comfort' of their families. • Both sources admit that the work / conditions the children were subjected to could be too hard for them. **Source B** describes how the children are beaten and in a poor physical state by the time they are seventeen. **Source C** admits that the work might have been 'somewhat beyond their strength'. **Differences** • The attitudes of the authors towards child labour are different. **Source B** suggests child labour is deplorable (worse than slavery) whereas **Source C** implies there are benefits and the children who had to leave their jobs after new laws were introduced are worse off – as are their families. • The authors disagree about the impact of child labour on the children themselves. **Source B** argues working in the factories might encourage children to commit crimes. They would have to work if put into the House of Correction for committing a crime but for fewer hours a day than in a factory. However, **Source C** argues the opposite – being prevented from working by new legislation to reduce child labour might encourage a worse 'moral' condition, which could imply criminal behaviour, idleness and misery. **Explanation** The similarities between the sources can be explained using knowledge of the development of the factory system and how children were used as workers, particularly in spinning mills. It was much cheaper to employ a child (or woman) than a man and their small size made them useful in moving around and under the machinery. The work however was dangerous and discipline was very harsh. The differences between the sources could be explained by the passage of the 1833 Factory Act which reduced the age at which child workers could be employed and the hours which those under 13 could work. Another way to explain the difference would be the viewpoint of the authors. Oastler was a well-known reformer who compared child labour in British textile mills to slavery on plantations in the West Indies in an unfavourable light. However, Greg was a mill owner who employed apprentice children in his own mill at Styal. He was generally well thought of as a humane and fair employer, the apprentices were well fed, educated and cared for, but he was also keen to keep his business profitable. Accept any other valid responses.	**15**

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Question	Answer	Marks
1(b)	**Read <u>all</u> of the sources. How far do the sources show that factory reform was in the wider public interest?** Indicative content **Support** • **Source B**: Oastler argues that child labour in the factories is cruel and inhumane and that the children would be less harshly treated if they committed a crime and were sent to the House of Correction. In fact, he implies that they are more likely to commit crime which would not be in the public interest. He also claims child labour is worse than slavery which is an attempt to shame those who support it. • **Source C**: not really the main drift of the argument but people are 'no longer shocked' by seeing child workers and those under 13 years old can only work 8 hours. That suggests that some people have been shocked by this and will be pleased by the Factory Act. • **Source D**: the mill owner has tried extending and reducing hours in his mill and discovered that the workers are happier and more productive working fewer hours. He has not lost profits and production has remained at the same level. There is no negative economic impact and therefore factory reform would be in the interests of the public. **Challenge** • **Source A**: challenges from the point of view of the industry as a whole and argues that reducing working hours would mean that profits would fall. This would lead to a fall in wages but also an increase in prices and that would mean 'foreign markets will be closed against them', thus damaging trade. • **Source C**: challenges by arguing that factory reforms mean that there are children who once had a job who have had to leave work. Their families will be worse off as they may have depended on a child's wages to survive. The source also argues that reducing child labour might make the factories less profitable and have a negative impact on trade, the 'comfort of the manufacturing classes' and maybe even encourage foreign competition. None of these outcomes, according to Greg, would be in the public interest. **Evaluation** ***Source A**: The speech is from an MP who was opposed to regulation and interference in business and industry. This was a typically held view and the government was generally slow to intervene in working and business practices.*	**25**

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Question	Answer	Marks
1(b)	***Source B**: Oastler, a well-known campaigner, wanted to reduce child labour in the factories. He plays on the sympathies of his audience by his comparison with working conditions on the plantations. Candidates may be aware that the trade in slaves had been abolished in 1807. The writer of **Source C** (Robert Hyde Greg) mocks campaigners such as Oastler with this comment on 'poor factory children', suggesting their plight to have been exaggerated. Oastler's purpose was to win over his audience to factory reform, however there was undoubtedly truth in the conditions which he described and this might be considered to strengthen the source as evidence. The average age of death in mill towns such as Manchester was 25 for women employed in the mills. This was partly in response to poor working conditions.* ***Source C** (Robert Hyde Greg) mocks campaigners such as Oastler with this comment on 'poor factory children', suggesting their plight to have been exaggerated. Oastler's purpose was to win over his audience to factory reform, however there was undoubtedly truth in the conditions which he described and this might be considered to strengthen the source as evidence. The average age of death in mill towns such as Manchester was 25 for women employed in the mills. This was partly in response to poor working conditions.* ***Source C**: Greg thought that children were better off employed than not. He owned a mill which was operated largely by apprentices taken from the workhouses in Liverpool so it is not surprising that this is his view. Candidates may refer to their knowledge of factory reform to assess whether his views were valid. His purpose is to appeal to the audience to oppose further extensions of the factory acts and, along with his vested interest, this may be considered to undermine the weight of the source as evidence.* ***Source D**: the mill owner who wrote this letter was likely telling the truth but it is interesting that his words were chosen to be included in the Factories Inspectorate report. The inspectorate was established after the 1833 Act was passed and might be inclined to demonstrate that their legislation did not have the impact its opponents (**Source A**) argued it would. This could be seen as weakening its value as evidence. On the other hand, factory reform was extended in 1847 and beyond and trade did not suffer as a result.* Accept any other valid responses.	

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Question	Answer	Marks
2(a)	**Read Source B and Source C. Compare and contrast these two sources as evidence about Hoover's attempts to deal with the Depression.** Indicative content **Similarities** • Both sources agree that there was increased spending by government on public works, designed to create jobs. **Source B** mentions 'public works initiatives' and **Source C** refers to 'public works designed to create jobs'. • Both sources indicate that the intention behind this spending was that it had to be 'productive' and ultimately cost the taxpayer nothing. • Both sources indicate that assistance was given to the banking system, especially the Federal Reserve Banks (although **Source B** argues that this has been unfair) **Differences** • **Source C** suggests that the public works scheme was a real achievement and was successful. It also restored confidence. The Democrats in **Source B**, naturally in an election year, argue that the public works achieved nothing, and just raised false hopes. • **Source C** maintains that the government had taken steps to help the entire banking system, while the Democrats, in **Source B**, maintain that the assistance given only helped the friends of Treasury Secretary Mellon in the Federal Reserve Banks, and did nothing for the smaller banks in the States. **Explanation** **Source B** is a newspaper article, and quite a balanced one, from a state which was particularly hard hit by the Depression. It does reflect quite accurately the views held by the rival parties on the causes of the Depression. It also comments in a fairly balanced way on the views held by both parties on the effects of Hoover's attempts to mitigate the effects of the Depression. Contextual knowledge would suggest that it is both a balanced and accurate picture. **Source C** is an election speech by the sitting President, Hoover, seeking re-election in the middle of the worst economic crisis faced by the US that century. Economic issues dominated the electorate, and he would be worried about the rapidly growing support for his rival, Roosevelt. There was inevitably strong criticism about his government's management of the economy. He would naturally try and deflect responsibility elsewhere for the crisis and go to external factors. He had been in the Cabinets of both Harding and Coolidge and would be anxious to exonerate himself for any responsibility for causative factors which had developed in the years since 1921. He would also be anxious to put as positive a 'spin' as possible on what he had done to ease the impact of the Depression. Accept any other valid responses.	**15**

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Question	Answer	Marks
2(b)	**Read <u>all</u> of the sources. 'The Depression in the United States was caused by international factors.' How far do the sources support this view?** Indicative content **Support** • **Source A**: several of the factors identified in the source can be used to support the assertion, they include World Trade, the Versailles Treaty, the War (WWI), Russia. All can be seen as contributing to the US Depression. • **Source C**: starts with the assertion that the Depression has been caused by factors 'beyond our control'. It mentions the War and its effects, as well as overproduction in many parts of the world. There is also the reference to trade barriers erected in many parts of the world, which have 'done us great harm.' Those with some contextual knowledge might point out that many of the trade barriers and import tariffs erected by other countries were in response to the US imposing them in the first place. • **Source D**: can also be used in support of the assertion, when Roosevelt mentions that while there were major problems in agriculture, 'underlying all this is the fact that foreign demand for their produce has undergone substantial decline.' **Challenge** • **Source A**: elements of the cartoon can be also used to challenge the assertion, as a variety of 'internal' factors are mentioned there. They include a lack of confidence, the 'machine age', Congress, overproduction and bankers. All did play a part. • **Source B**: makes no mention of international factors. Republicans arguing that the Depression was just temporary and just 'part of a perfectly normal business cycle', while Democrats argue that it was caused by poor management by the Republican administrations and their 'laissez-faire' attitude. • **Source C**: can also be used to challenge the assertion, with 'prosperity caused excessive optimism, which caused overexpansion, which caused reckless speculation'. • **Source D**: can also be used to challenge the assertion as there is a substantial focus on the specific problems facing US farming and farmers, and the implications for city workers and the fact that there is still overproduction. **Evaluation** ***Source A****: this does not attempt to allocate responsibility to any specific cause. All the causative factors listed there had their advocates (including Prohibition), and there were certainly many attempts by politicians in this election year to place blame on factors which they felt they had no responsibility for. However, the source could also be read more critically – no one is prepared to take the blame with all being happy to point the finger at someone else.*	**25**

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Question	Answer	Marks
2(b)	***Source B**: this is quite a balanced newspaper report, but naturally Republicans will argue, like Hoover does in **Source C**, that responsibility for the Depression lies elsewhere and stresses the work done to ease the situation. The Democrats naturally will try and blame their opponents in order to encourage voters to vote Democrat. Candidates could use their contextual knowledge to assess the validity of the arguments put forward in the source.* ***Source C**: this is an election speech by Hoover seeking re-election at a time when unemployment was soaring and poverty increasing throughout the United States. Naturally, he would be stressing what he had done to ameliorate conditions and place responsibility for the crisis elsewhere. Contextual knowledge could be used to demonstrate the weight of this source. Clearly Hoover wanted to win the election but his account of the causes of the Depression has some flaws.* ***Source D**: these are notes by the newly elected President Roosevelt in support of one of his many '100 Days' relief measures. Arguably he might be seen to paint an unnecessarily bleak picture of the current situation in farming, and its causes, in order to gain congressional support for such a radical and innovatory measure. Contextual knowledge would suggest that what he wrote was accurate and this might be seen to add weight to the argument.* Accept any other valid responses.	

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Question	Answer	Marks
3(a)	**Read Source A and Source B. Compare and contrast these two sources as evidence about whether the French invasion of the Ruhr was justified.** Indicative content **Similarities** • Both sources suggest that the invasion was seen as questionable and therefore not fully justifiable. Stresemann's view in **Source A** is that 'no threat could give France an excuse,' while in **Source B** there are mixed feelings, 'opinion in the United States was divided'. • Both sources suggest that France was not justified as their attempt to recover reparations by invading is only making things worse. **Source B** shows that those who sympathise with Germany argue that French actions 'defeated the aim of getting reparations' which is supported by **Source A** when it explains how 'France has received barely a few thousand tons' of coal. **Differences** • **Source A** maintains that French politicians were unreasonable (and therefore unjustified) as they refused 'even to listen to Germany's proposals for the settlement of reparations.' However, **Source B** suggests that France had been driven to invade because it had exhausted its patience until 'it felt compelled to go in and see what it could get for itself'. • French sympathisers in **Source B** emphasise France's needs as justifying the invasion as 'France had been devastated'. However, in **Source A** France has been two-faced, speaking about 'peaceful missions' but at the same time rejecting the offers made by Germany for 'an international loan, advantages for trade and industry and the strongest international guarantees for her frontiers' in recompense. Stresemann claims that all these have been ignored by France so her action is not justified. **Explanation** It is to be expected that Stresemann, who was addressing the Reichstag four days after the invasion of the Ruhr, would agree with 'the standpoint of Germany' set out by the US Secretary of State. It is clear that he is also aware of the arguments put forward by the French, and summarised by the ambassador, and rejects them entirely. This shows the tensions between France and Germany over the implications of the Versailles settlement and the controversy about reparations. Candidates could explain the reasons for the similarities / differences by considering the background to the Ruhr crisis. **Source B** shows how the US was reluctant to become involved initially because of the split of opinion among its own citizens as to whether French actions were justified. This could be explained by consideration of the large number of German immigrants in the US and the return of the US to an isolationist foreign policy. The US had loaned France a large amount of money ($1.9 billion) during the First World War and was keen to have that debt repaid. The helps to explain the comments in the final paragraph, Germany needs to continue to export so that its economy remains healthy enough to repay France who, in turn, must pay back the US. 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 the economic disaster in Germany in 1923 was a consequence of the Ruhr invasion?** Indicative content **Support** • **Source A**: Strong support is shown by Stresemann in terms of finance, trade, transport and industry, all 'a serious setback to our economic life.' France is shown to be setting out to achieve the 'strangulation of German industry'. • **Source B**: This links the blow to 'Germany's capacity to export' directly to the French actions in the Ruhr. There is also a reflection of the German argument that these might 'lead to economic disaster'. **Challenge** • **Source C**: this questions the link between the Ruhr crisis and the state of the Germany economy as it sees that there is 'unquestionably exaggeration in the German claim that the Ruhr occupation is alone responsible for this financial catastrophe'. It also points to failures of the German government and the behaviour of 'certain leaders of industry and finance'. • **Source D**: this challenges, in that it blames the German response to the invasion, rather than the French actions in themselves, although 'the bad situation in the Ruhr' is mentioned. It denies that the government was inactive in January 1923, but blames the crisis on the selfish response of the industrialists to the invasion and the way in which the government was excessively influenced by these people as the Chancellor 'was the prisoner of his own class'. It is argued that the currency remained stable until April 1923. **Evaluation:** ***Source A**: Stresemann is clearly motivated to blame French actions rather than his own government for the economic problems and this might be seen to weaken the source. He goes so far as to identify this as intended: 'France's aim is the destruction of Germany'. However, he is also keen to demonstrate the solidarity and defiance of the German people. Contextual knowledge of French aims at the Paris Peace Conference could be used to support what Stresemann says as Clemenceau was determined to weaken Germany and was not able to achieve the harsh treaty that the French wanted to see.* ***Source B**: this reflects the determination of the US to be officially neutral, while appreciating both sides of the argument, although there is a degree of self-interest in the last paragraph. France and Britain were heavily indebted to the US and their ability to repay loans was partly dependent on Germany paying reparations. The return to a more isolationist stance following the end of WWI and their refusal to join the League of Nations accords with this balanced but (at that time anyway), non-interventionist stance and this may be thought to strengthen the source as an accurate reflection of the views of the US.*	**25**

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Question	Answer	Marks
3(b)	***Source C**: this view from a foreign observer of the situation seems well informed. Examples of the hyperinflation which reached its peak in November 1923 are given, but the ambassador is sceptical that the invasion is the sole cause. It was linked to the decision by the Weimar government to print banknotes, partly to pay the striking workers in the Ruhr. There were certainly the longer-term issues highlighted here, including the complacency of industrialists such as Hugo Stinnes, who benefited from inflation and so opposed currency reform in the early 1920s, and the widespread hoarding of goods and speculation in foreign currencies by the wealthy. Candidates could use their contextual knowledge of hyperinflation and the causes of the economic crisis to test the claims which are made here to assess the source's value as evidence.* ***Source D**: this German communist view shows predictable hostility to 'the financiers and the industrialists', who are seen as the main cause of the inflation. This anti-capitalist stance is not surprising from Rosenberg. However, it is more surprising that the explanation is similar to that of the British ambassador in **Source C**, although expressed with more animosity.* Accept any other valid responses.	

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