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CAMBRIDGE
International Education

Cambridge International AS & A Level

HISTORY **9489/11**

Paper 1 Document question **May/June 2025**

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.

Cambridge International will not enter into discussions about these mark schemes.

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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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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
SEEN	Must be on all blank pages. Can be used to show rough notes have been seen
	Irrelevant material
Highlighter	Use in the text to show relevant comment / source use
On-page comment	Allows comments to be entered in speech bubbles on the candidate response, for example, Sim ID – identified sim/diff but not developed from source content
Off-page comment	Allows comments to be entered at the bottom of the RM marking window and then displayed when the associated question item is navigated to
diff	Valid difference supported with source content
sim	Valid similarity supported with source content
L0	Level 0
L1	Level 1
L2	Level 2
L3	Level 3
L4	Level 4
L5	Level 5

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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 Source B and Source C. Compare and contrast these sources as evidence of the strength of Prussia.** **Similarities include** • Both agree that Prussia is strong. **Source B** describes Prussia as having a 'superior military system'. **Source C** alludes to the Prussian victory over Austria when it says that Napoleon has allowed Prussia to become great and Bismarck claims to be ready for war and confident of victory. • Both agree that Napoleon is in danger of losing his throne and this makes France weaker, and by implication Prussia stronger. In **Source B**, if Napoleon lost a war against Prussia he would lose his throne. **Source C** also argues that unless Napoleon does something quickly, his loss of prestige will be so severe as to be 'dangerous to his tenure as emperor.' (There must be a link to the strength of Prussia for this to be relevant.) • Both sources suggests that Prussia has recently expanded and this could be taken to mean that it is stronger. **Source B** refers to 'newly acquired territories' and in **Source C**, Prussia has become great, while not allowing France to gain territory. **Differences include** • Territorial expansion is seen as potentially weakening Prussia in **Source B** but strengthening it at the expense of Napoleon in **Source C**. **Source B** suggests that the new territories acquired after the defeat of Austria resent Prussian rule which may imply unrest and possible weakness. However, **Source C** suggests no weakness at all, referring only to Prussian 'becoming great'. Bismarck has out manoeuvred Napoleon which would seem to strengthen Prussia against France. • **Source B** suggests that France and Prussia are evenly matched and, should it come to war between them, it is hard to tell who would win. However, in **Source C**, Bismarck is confident that Prussia is prepared for war and will win. **Explanation** The similarities between the sources could be explained using contextual understanding. The outcome of the war against Austria strengthened the position of Prussia. France was neutral in the war and Napoleon had hoped to turn this to his advantage by mediating between the combatants and threatening war if they did not make peace on his terms. He could use this as an opportunity to gain territory. However, Prussia defeated Austria so quickly and decisively, Napoleon's hopes of gaining territory for France were dashed. The differences between the sources could be explained using both their provenance and contextual knowledge. Bismarck, speaking to an American General, was unlikely to admit any weakness on the part of Prussia. Meanwhile, the British Foreign Secretary had a good overview of the situation and his comments about Prussia's unpopularity in the 'newly acquired territories' held some truth. The annexation of the North German states was unpopular and complaints were made by their dispossessed rulers. Accept any other valid responses.	**15**

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Question	Answer	Marks
1(b)	**Read all of the sources. 'Napoleon III was to blame for the war between France and Prussia.' How far do these sources agree?** Indicative content **Support** • **Source A** suggests that Napoleon III was a threat towards Prussia. He is keen to capture some of the sheep which represent the smaller German states and is portrayed as waiting for his opportunity. Meanwhile, Germany warns Bismarck about Napoleon. • **Source C** suggests Napoleon was merely waiting until his army was in fighting order again to find an excuse to start a war with Prussia. Bismarck argues Napoleon is under pressure from the public and has lost prestige. A successful campaign against Prussia would be the means to win back his reputation and secure his position on the throne. **Challenge** • **Source B** suggests that both France and Prussia are keen for a war and implies that either side could be looking for an excuse to start a fight. This challenges the idea that Napoleon III alone is responsible. • **Source D** shows that Bismarck has manipulated the Ems telegram to provoke France into declaring war on Prussia. His comments at the end of the source show how he is aware of the impression he is going to create and that it will force France's hand in declaring war. • **Source C** although Bismarck says that Napoleon will find an excuse for war when his army is strong enough, Bismarck claims to have outmanoeuvred Napoleon over territory at the end of the war with Austria. This has added to Napoleon's grudge against Prussia and Bismarck knew this would likely increase tension and the eventual outcome would be war. **Evaluation** ***Source A*** *is a German cartoon and in it, Germany is portrayed as being rightminded and Napoleon as the wolf. Candidates may consider that this weakens the source as evidence against Napoleon.* ***Source B*** *is a British source and argues that both are to blame. The source has no vested interest in portraying one side as more responsible than another. Britain was trying to stay out of the ongoing dispute between France and Prussia. However, Britain has a clear view of what was happening on both sides. Therefore, candidates might consider this a stronger source.*	**25**

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Question	Answer	Marks
1(b)	***Source C*** *is an American General's recollections of a conversation with Bismarck in early 1868. Bismarck expresses his opinions very openly. Contextual knowledge could be used to assess the truth of what Bismarck argues about the outcomes of the Austro-Prussian War for France. Bismarck clearly has a high opinion of his own political skill and candidates could use their contextual knowledge to assess the weight of this source as evidence.* ***Source D*** *is written retrospectively, giving Bismarck's account of his alteration of the Ems telegram. Candidates could cross-reference this account to their own knowledge of what happened however, there is no reason to doubt this account. Again, Bismarck is keen to play up his political skill in outwitting Napoleon III. This lends weight to the argument that Napoleon was not to blame as he was provoked.* Accept any other valid responses.	

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Question	Answer	Marks
2(a)	**Read Source B and Source C. Compare and contrast the views in these sources as evidence about the Supreme Court's decision-making in the Dred Scott case.** Indicative content **Similarities include** • Both sources suggest that many believed that the Supreme Court did not have the right to decide on this issue. **Source B** says, 'the Court had not right to rule in the way it did as the 'issue was not actually before it.' **Source C** says, 'many argue that the Court had no right to rule on a matter which had not been brought before it.' • Both sources mention that the Supreme Court was trying to solve the problem of slavery in the United States by a legal ruling. **Source B** says, 'They have tried to solve this great question by a legal decision 'while **Source C** says, 'The Justices hoped to solve this great moral problem by a ruling of the Court.' • Both sources suggest that the Justices have ulterior motives in making their decision. **Source B** says they are slave holders and act in their own interests and **Source C** says that the decision was 'part of a common plan drawn up by those Democrats' to increase their influence. **Differences include** • The sources have a different view on the legality of the Scott decision. **Source B** says, 'The ruling should be challenged as unlawful.' **Source C** says, 'the rights of property thus lawfully settled in this case.' • The sources differ in what they see to be the main influences on the Justices who made the ruling. **Source B** says, 'The majority of the Court are slaveholders and that has determined their ruling...slavery, not politics or what is constitutional, has determined their decision.' **Source C**, however, says 'There is much evidence of their decision being part of a common plan drawn up by those Democrats…to gain the support of Chief Justice Taney, but also to increase the influence of their party…' **Explanation** Candidates could use their contextual knowledge to explain the to explain the differences between the sources. **Source B** was written by a leading Democrat from a slave state. He was aware that the aggressive pro-slavery attitudes of several on the Court, especially Taney, could seriously damage the cause they were trying to protect. **Source C** is part of a Lincoln speech in the series of debates he had with Stephen Douglas as part of his challenge for the Illinois Senate seat in 1858. Lincoln, anxious to develop the Republican Party, would be keen to create a distance between himself and the author of the Kansas-Nebraska Act, and also to tread a careful line on the issue of slavery to win support in the North, while at the same time not antagonising potential defectors from the Whigs. Contextual knowledge could be used to explain similarities by considering the background to the Dred Scott case and the antagonism which the Fugitive Slave Law had aroused, as well as the splits between the Northern and Southern Democrats and the decline of the Whigs. Accept any other valid responses.	**15**

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Question	Answer	Marks
2(b)	**Read all of the sources. How far do the sources support the view that the Dred Scott decision would finally settle the issue of slavery?** Indicative content: **Support** • **Source A** clearly supports initially, with the comment that it is 'now the supreme law of the land…the issue settled forever.' Later it comments that it 'fears this may well be the case' that it has been settled. • **Source C** mentions that the issue of slaves as a 'rights of property thus lawfully settled in this case' which seems to suggest acceptance of the ruling of the Supreme Court and that the issue is settled. **Challenge** • **Source A** points out that some argue that there is tension over the judgement and 'it has made it into the major political issue of the day', and therefore unlikely to have settled the issue of slavery. • **Source B** says the decision has 'shocked the moral sense of the great majority in the North 'and would 'drive them to extremes' and it had 'lit a fire', and finally 'what was settled in 1820 has been overturned in a shameful manner'. It is the clearest of the sources in arguing that the issue of slavery would not be settled by the decision. • In **Source C** Lincoln does not want to see mob action or violence because of the court ruling but he insists that Republicans 'will vote peacefully for those who think the decision is wrong'. This suggests that the last has not been heard about this case and that the issue of slavery is not settled. • **Source D** suggests doubt in the first paragraph – the judges 'think' they have settled the issue, which 'may be the case' and 'might' lead to a spread of slavery. It also mentions the possibility that a future Court might overturn the decision. Given the record of the Supreme Court to date, that might well be seen as unlikely. **Evaluation** ***Source A*** *is a newspaper report from a Northern non-slave state, and candidates could consider how this might impact its weight as evidence. It gives an accurate picture of the impact of the decision in both the North and South, and its comments on the Democrat/Republican divisions in the North, it is clearly perceptive. The report shows that the South were clearly unaware of the implications that the decision had elsewhere in the US.* ***Source B*** *is written by a leading Democrat from a slave state. He is aware that the aggressive pro-slavery attitudes of several on the Court, especially Taney, could seriously damage the cause they were trying to protect. His view might be untypical, but he is concerned that through their judgement the Supreme Court have acted in their own interest and this could cause damage. Candidates might use their contextual knowledge to explain why this view is untypical and might argue that this enhances the strength of the source as evidence.*	**25**

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Question	Answer	Marks
2(b)	***Source C*** *is part of a Lincoln speech in the series of debates he had with Stephen Douglas as part of his challenge for the Illinois Senate seat in 1858. Lincoln had to tread carefully so as not to antagonise pro-abolition sentiment in the North. Candidates could use their knowledge of the Lincoln Douglas debates to assess the weight of the source as evidence.* ***Source D*** *is from a speech by a leading member of the Republican party in a critical state (in slavery issue terms). The Governor would be likely to stress the possible impact of the case on his Northern state and make clear the differences between his party and both the Democrats and the Whigs. Contextual knowledge, such as explaining Republican views on slavery and the rise in tension between North and South at this time, could be used to assess the weight of the source as evidence.* Accept any other valid responses.	

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Question	Answer	Marks
3(a)	**Read Source C and Source D. How far do Sources C and D agree about Hitler's attitude to Britain?** Indicative content **Similarities** • Both sources show admiration for the British Empire. According to **Source D** 'the British Empire is of importance to mankind' and **Source C** speaks of a small country having been able 'to establish control over a large part of the world'. This could also be expressed as being impressed by the power or strength of Britain – two versions of the same thing rather than two separate sims. • Both profess a long-term wish for peace with Britain. **Source D** refers to the 'desire for Anglo-German friendship' which led to the naval agreement, and **Source C** to Hitler's wish for a 'settlement with Britain'. **Differences** • In **Source C** there is hope of peace with Britain, but **Source D** is more negative about the possibility. Hope for good relations with Britain had clearly faded by 1939. In **Source C**, Hitler, in 1933, wanted 'a permanent and clear settlement with Britain' but by the spring of 1939, he feared that 'Britain will always oppose Germany'. • Hitler's admiration is unmixed in **C**, as it was 'vigour and genius' which had created the empire, whereas there is a more critical tone in pointing to 'the most brutal force' in **Source D**. **Explanation** **Source C** is written by Ribbentrop. He tried to stress the private and confidential nature of the conversation. He was awaiting trial, and is clearly motivated to blame Britain, rather than Hitler's aggression, for the outbreak of war. He was heavily involved in discussions with Britain about allowing German rearmament after Hitler walked out of the Disarmament Conference and the League of Nations. His purpose could be used to explain the similarity with the view in **Source D** which also suggests that Germany wants peace. In **Source D,** Hitler is reflecting on Britain's response to his invasion of the whole of Czechoslovakia. There was an outcry at the broken pledges made by Hitler at Munich. Chamberlain made a speech denouncing the German actions. This led to the British promise of military support to Poland in the case of an attack from Nazi Germany. This clearly caused anger and contextual knowledge of the events which took place between the two sources could be used to explain their differences in tone. Accept any other valid responses.	**15**

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Question	Answer	Marks
3(b)	**Read all of the sources. 'Hitler wanted peace.' How far do the sources support this statement?** Indicative content **Support** • **Source C** maintains that Germany wanted peace 'at all costs', although the comment that Germany 'could not remain undefended' as neighbouring states were 'armed to the teeth' could be read as challenging the idea of being peaceful. • In **Source D** Hitler is also emphasising his wish for peace in his assertion that Germany will never 'rob another state of its rightful possessions'. **Challenge** • **Source A** indicates, in a reference to 'Mein Kampf', that the Germans aim to rearm to 'engage their rivals one by one'. Any wish for peace is only 'until it has recovered such strength that no country can challenge it', and any denial of this strategy is merely 'camouflage'. • In **Source B** the cartoonist is clearly marking the rise of Hitler as the event which has turned Germany from a country which is determined not to rearm or seek conflict, to one which is full of aggression. Adolf Hitler and Hermann Goering are peering through the window as the patient gains energy from the Nazi spirits. • In **Source C t**here is challenge as well as support, in relation to Hitler's views of France and Soviet Russia, and his determination 'to destroy communism for good'. This antagonism to Russia clearly threatens the maintenance of peace. • In **Source D** there is also a threat in the way Hitler maintains that he 'will be forceful in countering 'any attack on Germany'. **Evaluation** ***Source A*** *shows considerable awareness of the threat posed by Hitler, from very soon after he gained power. The ambassador relies more on his long-term aims, as stated in 'Mein Kampf', than on his promises of peace, which are seen as disingenuous. Contextual knowledge could be used to assess the weight of the source as evidence and candidates might consider this as a strong source to challenge.* *In* ***Source B*** *there is similar awareness here, showing that many saw Hitler as a threat to peace in Europe, not merely a country that wished to arm for reasons of self-defence. Mein Kampf is visible here too, and the change from the more peaceful promises of the 1920s is clearly depicted. Although the source is a cartoon, it reflects the real change in German policy, and this might be seen as adding to its weight.*	**25**

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Question	Answer	Marks
3(b)	*In **Source C** Ribbentrop is motivated to show a peaceful side to Hitler's policy and stresses his wish for peace with Britain. Communism is seen as a valid target. Ribbentrop was involved in rearmament and made diplomatic efforts to prevent sanctions against Germany. He was promoted to German Minister 'Plenipotentiary at Large'. In this role he sought to negotiate agreements that would allow Germany to rearm while maintaining diplomatic relations and it was in that capacity that he negotiated the Anglo-German Naval Agreement of 1935. Use of contextual knowledge might lead candidates to challenge the peaceful image which this source promotes.* *The view in **Source D** is from Hitler himself and shows the arguments he made to try to eliminate any foreign challenges to his rearmament. There are claims that he only wants peace, and agreements to limit arms, but there is also a threatening undercurrent in the final sentence. The reference to the 'brutal force' used by Britain serves to suggest that this is justified in the acquisition of an empire. Contextual knowledge of the situation by April 1939 could be used to assess the weight of the source as evidence.* *It is not surprising that the support here is from German government sources and the challenge from the British ones. This accords with the idea that Hitler would have been happy not to face conflict with Britain, in the short-term at least, if he was not challenged in his determination to expand eastwards*. Accept any other valid responses.	

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