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CAMBRIDGE
International Education

Cambridge International AS & A Level

HISTORY **9489/11**

Paper 1 Document Question **October/November 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 A and Source D. Compare and contrast these two sources as evidence about the Confederation.** Indicative content **Similarities include:** • Both sources express dissatisfaction with the Confederate Assembly. **Source A** complains that it is not an 'effective political institution' and **Source D** argues that 'nothing profitable can be expected from it' with regard to unification. • Both sources mention that individual states who make up part of the Confederation have joined the customs union. **Source A** sees this as a 'smaller confederation' being formed within the Confederation and **Source D** describes this as the result of individual states making agreements between themselves in response to their common economic interests. • Both complain about the lack of transparency in the decision-making process of the Confederation (although this could also be a difference – see below). **Differences include:** • The reasons given for dissatisfaction with the Confederate Assembly are different. **Source A** complains that Prussia is undermining the Assembly through the customs union which presumably give it 'special privileges'. **Source D** complains that the Assembly hasn't delivered on its promises for representative governments or free trade. • The lack of transparency in the Confederation is attributed to different things. According to **Source D** there is censorship, according to **Source A**, Prussia is pulling strings behind the scenes and will gain control over voting procedures. • **Source A** sees the Confederation being under threat from the customs union. Through it, Prussia will come to dominate the Confederation and thus undermine the role of Austria. **Source D**, however, considers that the customs union could potentially strengthen ties with Austrian states. **Explanation:** Similarities could be explained by using contextual knowledge of the workings of the Confederation. As argued in **Source D**, the Confederation was supposed to develop commercial and economic cooperation between the states. However, local interests were partly responsible for preventing this and the formation of customs unions were developed between different states, eventually culminating in the formation of the Zollverein in 1834.	**15**

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Question	Answer	Marks
1(a)	Differences could be explained by the authorship of the sources. Metternich was not inclined to give in to liberal demands for representation or reform and imposed strict censorship through repressive measures such as the Carlsbad Decrees. The liberals in the southwestern states were frustrated by the lack of reform and their complaints about the inadequacy of the Assembly of Confederation reflect a growing sense of nationalism which developed through the 1830 and 1840s. Austria had refused to join the Zollverein as it benefitted from high tariffs and had a protectionist policy. Unlike Metternich, these liberals see the customs union as a possible benefit to the Confederation. Accept any other valid responses.	

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Question	Answer	Marks
1(b)	**Read all of the sources. 'The most important impact of the Zollverein was to strengthen the economies of the German states.' How far do the sources support this view?** Indicative content **Support** • **Source B** supports the idea of economic benefits. The wagon is too large to pass through one toll barrier at a time and will therefore have to pay the toll twice to pass through both tariff barriers. This was to the detriment of trade and could harm the economy. • **Source C** shows that the Zollverein has led to improvements in the transport system which makes communication, and therefore trade, much easier. Railways are being developed and 'everything is transported with cheapness and rapidity'. • **Source D** recognises common economic interests between the states and this implies that they are benefitting from the Zollverein. **Challenge** • **Source A** considers the main impact of the Zollverein to be political rather than economic. Metternich sees Prussia as a rival for Austrian power within the Confederation. • **Source C** understands that the Zollverein will have political advantages as well as economic ones and describes it as having 'prepared the way for political nationality'. • **Source D** sees the Zollverein as having benefits for the economy but, unlike Source A, sees this working in Austria's favour and as having the potential to establish German power which includes Austria.	**25**

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Question	Answer	Marks
1(b)	**Evaluation** ***Source A**: Metternich takes a dim view of the Prussian customs union and candidates could use their knowledge of his repressive policies and anti-liberal views to explain his position. There was also tension between Prussia and Austria over the customs union. Candidates might consider the weight of this source in relation to the strength of Metternich's views.* ***Source B**: is a satirical cartoon which highlights the problems brought about by each of the 39 states of the Confederation having their own trade barriers. There is also an implication in the cartoon that maybe the states themselves are too small and this might suggest a possible benefit of unification. Candidates could use their knowledge of the trade barriers between the German states before the introduction of the customs union to assess the validity of the view in the source.* ***Source C**: is from a British MP and might be considered a reliable source on that basis as he was an outsider with no vested interest in promoting the Zollverein. However, Bowring was not simply reporting to parliament because the Zollverein was interesting – he was keen to assess the likelihood of Germany becoming an economic threat to Britain and candidates could use this to assess the weight of the source.* ***Source D**: the liberals in the southwestern states are frustrated by the lack of reform. Their complaints were common in the years before the 1848 revolution and candidates could use their knowledge to assess the prevalence of these views and therefore the weight of this source as evidence.* Accept any other valid responses.	

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Question	Answer	Marks
2(a)	**Read Source B and Source C. Compare and contrast these sources as evidence about events in Christiana**. Indicative content **Similarities include:** • Both sources seem to see events at Christiana as part of a wider, more serious conflict. **Source B** refers to it as a 'battle' and 'the first blow in our Civil War'. **Source C** has a similar idea when it refers to events as 'an act of insurrection' which could 'destroy our laws and government.' • Both sources mention the fact that armed men came from Maryland into the Pennsylvanian town of Christiana to regain escaped slaves and that Gorsuch was killed. • Both sources refer to the fact that there was the law on the side of the 'invaders' and that there was a US Marshall present to support their actions, and to provide official endorsement of the proceedings. **Differences include:** • **Source B** mentions that it was their citizens 'attempting to defend themselves' that led to the causalities and the death of Gorsuch, while **Source C** says he was 'murdered in cold blood.' • **Source B** says that the 'invaders' were determined to 'seize their property by force' while **Source C** says they entered the town 'peacefully and legally'. • **Source B** mentions that the invaders were' driven back under fire' while **Source C** says that 'his son and the officers of the law returned peacefully' to Maryland. **Explanation** There are similarities between the sources, and these could be explained by using contextual understanding of the impact of the Fugitive Slave Law. The FSL authorised federal marshals to raise possies to catch fugitives who had fled to the North. This law not only applied to recent fugitives but also to slaves who had fled decades earlier. Efforts to catch slaves inflamed opinion on both sides of the abolition debate and there were many violent incidents such as describes in Christiana.	**15**

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Question	Answer	Marks
2(a)	However, both sources contain different interpretations of the same events and candidates could apply their contextual knowledge to the provenance of the sources to explain the differences. Pennsylvania was known to be largely sympathetic to runaways and a key player in the Underground railroad to the North. Maryland on the other hand was a slave state, and this could be used to explain the difference in the way events were described. Christiana was a strongly Quaker town, with strongly held libertarian and pacifist views, and the arrival of armed men determined to use force to regain 'property' was bound to cause conflict. Neither side had much sympathy for the other. In the end President Fillmore sent in the Marines to restore order, feelings ran so high in the state. Over 80 men were arrested in the area for their actions in resisting the 'invaders' and for the death of Gorsuch, but a local jury acquitted the alleged murderer, and no action was taken over any of the others. Accept any other valid responses.	

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Question	Answer	Marks
2(b)	**Read all of the sources. 'People objected to the Fugitive Slave Law because they feared the reactions it would provoke.' How far do the sources support this view?** Indicative content **Support** • **Source A** mentions that it will 'provoke great anger in the North' and indicates that it could well drive many who were now hostile to the abolitionists and their attitudes into supporting the abolitionist movement. It also mentions that it could encourage those who wish to end the Union. • **Source D** is more cautious than **Source A** on the issue, inevitably, given in the circumstances in which the speech was given, but Lincoln does make it clear that he was aware of the damaging reaction that the law caused, and 'would not be the man to introduce it now.' **Challenge** • **Source A** raises other reasons for opposing the Act. It mentions that some of the rights listed in the Bill of Rights, such as trial by jury and the right to testify on one's own behalf, are abolished by the Act. It also dislikes the way in which there are cash incentives given to those whose job it was to chase down alleged runaways and decide whether they were slaves. • **Source B** challenges the hypothesis. It sees the law as 'immoral and irreligious' and therefore should be opposed on those grounds. It argues that there is a 'higher' law which should be obeyed first which justifies opposition to the Fugitive Law. It also refers to the 'man stealers' who are out to destroy 'liberty'. • **Source C** suggests that the opposition is caused by the wish of the men of Pennsylvania to 'destroy our way of life' and 'impose their values' on the South.	**25**

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Question	Answer	Marks
2(b)	**Evaluation** ***Source A*** *is from a speech by a Massachusetts member of the House of Representatives, a state which was the centre of the abolitionist movement and home to many not only runaway, but also freed, slaves. Candidates can use their knowledge to assess the weight of the source as evidence. There had been several quite violent incidents in towns like Boston in early 1851 when slaveholders had tried to recapture their 'property' and had been resisted strongly with often considerable disorder. It was a highly divisive issue in states such as Massachusetts.* ***Source B*** *is from a Pennsylvania newspaper, which like Massachusetts had a strong anti-slavery movement and a tradition of aiding runaways. It also had a strong Quaker tradition, pacific and deeply religious, and was probably one of the most racially tolerant of all states at time. The newspaper's title could also give some indication of its likely views on the subject. Candidates could use these ideas to assess the relative weight of the source as evidence.* ***Source C*** *is from a Maryland newspaper, the state from which Gorsuch came to recapture his runaway slaves. Naturally it would have been supportive of his actions and highly critical of what happened in Pennsylvania. A partisan view, but contextual knowledge could show that there was some truth in the assertions made and this could be used to evaluate the source.* ***Source D*** *is from a speech by Lincoln in the well-known Lincoln - Douglas debates. He was fighting for the Senate seat in Illinois. It needs to be remembered that Illinois, although a very 'Northern' state geographically, was divided on the issue of slavery and hostile to the presence of African Americans in their state. Lincoln had to be careful not to offend those who were not abolitionists. It was an election speech, and he was appealing for support while at the same time trying to criticise the views of his opponent, Douglas. Candidates might consider that these issues weaken the value of the source as evidence.* 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 events in Guernica.** Indicative content **Similarities** • Both sources agree that there are claims of a 'terrible air bombardment' (**Source B**) in Guernica. **Source A** gives evidence that 'the sky was black with German aeroplanes'. • In both sources, the attack is linked by some witnesses to the German Air Force. • Both indicate interest from the international press, and that 'The Times' correspondent was a key witness. • Both sources show distrust in the claims made by the other side. **Source A** says the Nationalists have contradicted themselves – it was too foggy to send up planes but there was intermittent bombing for 3 hours. Likewise, **Source B** points out that reports of bombing were inconsistent with the survival of historic sites. **Differences** • The two sources have contrasting claims about the events. **Source A** is clear that the attacks were carried out by German planes, which even 'came down to a height of 200 metres to machine-gun the civilian population'. **Source B** refutes this claim, and insists that 'Aguirre, the Basque leader' allowed his 'agents' to carry out 'his plan of destruction'. • The evidence of 'The Times' correspondent is cited differently. In **Source A**, he himself was attacked 'in a neighbouring village by the German Air Force'; in **Source B**, he had merely 'seen the bombers'. **Explanation** The bombing of Guernica by the Condor Legion gained immediate international media attention for several reasons. By the Left, it was used to show the barbarism of new methods of warfare in targeting civilian populations, as well the failure of the Non-Intervention Pact. Both these ideas are clear in **Source A**. In response to the outrage caused by the bombing in European public opinion, Franco's propaganda service put forward alternative explanations, including the one questioned in **Source A**, and the one defended in **Source B**. The latter is based on the scorched earth policy occasionally used by the Republicans, for example in Irun, which was dynamited. These attempts to question the responsibility are clearly motivated by the wish to avoid blame and contextual knowledge can be used to explain this similarity.	**15**

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Question	Answer	Marks
3(a)	While the responsibility of German planes has been subsequently proved, there are exaggerations and inaccuracies in the account in **Source A** and candidates could use their contextual knowledge to explain the differences in the accounts. **Source A** suggests that 'the sky was black with German aeroplanes' for three hours, while there were in fact three quite brief waves of attack on Guernica. The evidence for individuals being targeted and 'machine-gunned' is also unclear. A left-wing MP was likely to be sympathetic to the Republican view ,and this could be used to explain the differences. Accept any other valid responses.	

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Question	Answer	Marks
3(b)	**Read all of the sources. How far do the sources support the view that Germany intervened in Spain in order to defeat Communism?** Indicative content **Support** • **Source B**: There is clear support here in the claim that the prevailing view of the events in Guernica is an attack on 'the heroic people who are opposing the advance of Communism'. The international press is blamed for creating this 'wave of ink and slime'. • **Source C**: Hitler's speech is a sustained exposition of this view. He refers to Franco's 'struggle against the Bolshevist murderers' and claims that Spanish populations were 'slaughtered by the Reds'. He presents his own intervention as 'the rescue of European civilisation' from 'Bolshevist sub-humanity'. The 'democracies of Western Europe and North America' are criticised as supporters of Communism. **Challenge** • **Source A**: This puts forward 'sinister evidence' that the motive was to develop and display German military power. It quotes Göring, that 'the Spanish War will prove Germany's aviation strength.' • **Source D**: Hitler's second speech challenges this idea, as it suggests that the development of the German armed forces was the key achievement. The Condor Legion soldiers are 'examples and teachers for the young soldiers of our new army'. They have also helped to warn the world of 'the quality of our new weapons' and thus may deter potential opponents.	**25**

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Question	Answer	Marks
3(b)	**Evaluation** ***Source A*** *is from a British left-wing MP, and candidates may consider how this impacts the weight of the source. Many on the Left were sympathetic to the Republican cause, and particularly to the suffering of civilians. They helped arrange refuge in Britain for around 20 000 Basque children after the attacks on Guernica, Bilbao and other towns and villages in Northern Spain. They were concerned to identify and condemn the interventions of Germany and Italy to support Franco, as they believed that British attempts to impose non-intervention were effectively benefiting Franco's side in the Civil War.* ***Source B*** *is from a report commissioned by Franco, to refute the evidence that he had worked with Germany and Italy to attack Guernica. It is thus in his interests to cast doubt on the motives of journalists who have reported on the events, and to link their work with a Communist conspiracy. This was a common line of attack by the dictators, reflected also in* ***Source C*** *and this consideration of the source in context could be used to evaluate.* ***Source C*** *is a speech to the German parliament, but one very much with an awareness of an international audience. Roosevelt had sent a message, asking Hitler and Mussolini to join in a pledge to maintain world peace, a few weeks after the German annexation of Czechoslovakia. In his reply, Hitler defends his actions in detail and included this section on Spain. He sees anti-Communism as a justification which he can defend to an international audience, especially as there is a long-term fear of Communist activity in the US. Understanding of the context, and cross-referencing to* ***Source D****, could be used to evaluate the source.* ***Source D*** *Here Hitler's message is different. In his address to the returning Condor legion, he wants to celebrate their military achievement and motivate them to inspire other young Germans. There is no mention of Communism but there is a clear threat to 'the international war mongers' not to challenge Germany. Knowledge of the changing context between these sources could be used to assess Hitler's motives and to evaluate the sources as evidence.* *These sources suggest Hitler's mixed motives, and the way these were emphasised to different audiences. He was clearly motivated to help in the establishment of a Fascist dictatorship in Spain but also used the Civil War as a testing ground for his air force.* Accept any other valid responses.	

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