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CAMBRIDGE
International Education

Cambridge International AS & A Level

HISTORY **9489/11**

Paper 1 Document question **May/June 2026**

MARK SCHEME

Maximum Mark: 40

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions 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 sources as evidence about the Cheka.** **Similarities** • Both sources agree that there were difficult circumstances / Civil War which led to the formation of the Cheka. **Source A** talks about uprisings against the Bolsheviks, the threat of German invasion and profiteering as problems which the Cheka was formed to resolve. **Source D** agrees that there were problems such as 'plots, blockades and Allied interventions'. • Both sources suggest the Cheka were ruthless / harsh in their methods. Source A refers to 'a seeing eye and a heavy hand' which implies spying and severe punishments. **Source D** talks about mass arrests and executions without the accused having access to defence. • Both sources agree that the Cheka was led by Dzerzhinsky. **Source A** says, 'led by Dzerzhinsky' and **Source D** mentions heading the Cheka with 'incorruptible men like the former convict Dzerzhinsky.' **Differences** • The sources disagree about whether the formation of the Cheka was necessary. **Source A** claims there was a need for 'strong measures' to 'prevent counter-revolution and sabotage' to ensure the survival of the regime. **Source D** describes it as an 'unforgiveable error', made by Bolsheviks who were losing their heads over the threats that they faced. • The sources disagree over the character of the Cheka. **Source A** describes it as allowing 'peaceful' development of the government while **Source D** describes it as a 'corrupt' and abusive organisation. • The sources disagree on how far the Bolsheviks controlled the Cheka. **Source D** suggests that those accused have no defence, the Bolsheviks don't have enough men of the calibre of Dzerzhinsky and their control is only 'formal'. However, **Source A** says that the 'strong measures' were put in place by the Soviet of People's Commissars which was the highest authority. **Explanation** The similarities between the sources could be explained using contextual understanding. The situation facing Russia after the October Revolution was unstable and the Bolsheviks in a perilous position. Source A refers to a time before the Treaty of Brest-Litovsk when Russia was under threat of German invasion. Source D takes a slightly longer perspective, referring to the Civil War and the attempted assassination of Lenin in 1918. The Bolsheviks were under attack from the Allies, the Whites, they were politically unpopular because of their closure of the Constituent Assembly. Therefore, it was decided to establish the Cheka alongside closing down opposition political parties and opposition press. The differences between the sources could be explained using both their provenance and contextual knowledge. Given his position, the writer of Source A was unlikely to admit to illegal activities by the Cheka. Source D was written in hindsight, although by someone who was involved in the Bolshevik government. However, by the time of writing Russia had survived the Civil War. The writer's view was coloured by the way the terror was used, the indiscriminate arrests, detentions and executions. In some ways he tries	**15**

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Question	Answer	Marks
1(a)	to excuse the Bolsheviks – the Cheka was an error, and no one really know what it was up to. Accept any other valid responses.	

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Question	Answer	Marks
1(b)	**Read all of the sources. How far do these sources agree that Bolshevik rule had a positive impact on Russians?** Indicative content **Support** • **Source A**: claims the Cheka was established to defend the revolution and protect the 'peaceful development of the Soviet government' and to protect people against profiteering. Taking harsh measures against opponents could be seen as benefiting the majority. • **Source B**: literacy campaigns were carried out throughout the country as the Bolshevik aimed to wipe out illiteracy. The poster shows men and women from different backgrounds all learning to read together. The darkness of ignorance is left behind while the people are in the sun, seeing the truth and learning for themselves. • **Source C**: shows that the Bolsheviks took steps to make positive changes in society from the beginning of their regime. The writer established mother and baby hospitals, set up schemes to look after poor children in the cities and started work on establishing a health service. None of these had been provided under the Tsars. **Challenge** • **Source A**: could be argued as a challenge as the Bolsheviks faced problems such as foreign invasion when they came to power. Their response was to form the Cheka to deal with these problems by using their 'seeing eye and heavy hand', suggesting repressive measures. • **Source D**: suggests that the Cheka terrorised the people and was acting outside the law. There was no right of defence for those arrested and shooting prisoners was commonplace. The Tsar's regime had depended on terror and the new regime appeared to be little different. • **Source C**: implies that some people are appalled by the changes being made, and especially the confiscation of Church property for social welfare foundations. Therefore, it can be argued that Bolshevik rule had a negative impact on religiously minded Russians. **Evaluation** ***Source A**: The position of the writer might lead candidates to argue that his is weak evidence. He was bound to defend the Cheka and argue it was necessary for the survival of the regime. However, he gives unwitting testimony to the discontent within the country from the Mensheviks and Right SRs who were unhappy with the closure of the Constituent Assembly.* ***Source B**: As a piece of Soviet propaganda, candidates might consider this as weak evidence. However, it represents part of a vast range of legislation enacted in1917 and 1918, designed to improve public health and education and give greater equality and opportunities to the working class. Knowledge of Bolshevik decrees could be used to develop source use beyond face value.* ***Source C**: Kollontai was the most prominent woman in the new Soviet government and so her experience might not be regarded as typical. However, knowledge of the changes made by the new government can be used to support her arguments.*	**25**

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Question	Answer	Marks
1(b)	***Source D**: the writer of this source was in exile when this was written. He seems to be trying to argue that the Cheka was out of hand and there were better alternatives which the Bolsheviks should have taken. His view is likely to have been coloured by his experience of Stalin's regime and may be considered to lack weight. However, knowledge of the practices of the Cheka could be used to support his argument.* Accept any other valid responses.	

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Question	Answer	Marks
2(a)	**Read Source A and Source B. Compare and contrast the views in these sources about Lincoln and the issue of emancipation.** **Similarities include** • Both sources refer to Lincoln's personal desire to abolish slavery; **Source A** states that his personal wish was 'that all men everywhere could be free' and **Source B** refers to his proposed proclamation to abolish slavery. In the first paragraph of the source, the author mentions Lincolns proclamation and plans to 'abolish slavery in the Border States' which aimed at 'complete emancipation'. • Both sources show a willingness on Lincoln's part to support emancipation on political grounds. **Source A** states that 'what I do about slavery I do because I believe it helps to save the Union'. In **Source B** 'has indicated his purpose to propose once more his scheme for the abolishment of slavery in the Border States'. **Differences include** • The sources suggest differing motives; in **Source A** Lincoln's primary aim is to save the Union and not to save or destroy slavery. This contrasts with **Source B** where it states that Lincoln's prime motive was to abolish slavery in all states and achieve complete emancipation. • The sources differ about Lincoln's approach to emancipation. In **Source A**, he appears flexible; he can end slavery for some or all slaves or can free none, whatever it takes to save the Union. However, in **Source B** he appears resolute in the decision to free 'all the slaves in the rebellious states.' **Explanation** The differences between the sources can be explained by contextual knowledge and consideration of the purpose of the sources. **Source A** is a response by Lincoln to calls for a speedier approach to end slavery and he is arguing that careful decision-making is required to protect the Union which is his principal objective. He suggests that various routes need to be explored. **Source B** is the view of a northern newspaper, the Chicago Tribune which was very supportive of the President and his decision to issue a Proclamation. it supported the proposal to free the slaves in very positive terms, using over-exaggerated language. The similarities between the sources could be explained by contextual knowledge. Lincoln's main concern was to protect the Union and by freeing the slaves in the rebellious states and the Border States, he will weaken the Confederacy. Accept any other valid responses.	**15**

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Question	Answer	Marks
2(b)	**Read all the sources. How far do these sources agree that the abolition of slavery would be a positive development?** Indicative content **Support includes** • **Source A** partly supports the view, stating that Lincoln's personal wish was to ensure the freedom of all men across all states. By dealing with the slavery issue, he might be able to save the Union. Either of these could be seen as positive developments. • **Source B** supports the view that the move to abolish slavery was a positive development. It refers to the Preliminary Emancipation Proclamation issued by Lincoln on 22 September in a positive way, calling it the grandest proclamation ever issued by man, and that 'So splendid a vision has never before shone upon the world.' • **Source D** shows President Lincoln pointing towards the granting of freedom for both formerly enslaved people and white indentured servants, the flag references education for all classes, and the people at his feet are holding up their hands in praise of the Emancipation Proclamation held in his hand. **Challenge includes** • **Source A** partly challenges the view; if Lincoln abolishes slavery, it has the potential to destroy the Union. Alternatively, he might abandon the proclamation to abolish slavery. Either of these could be argued as a challenge. • **Source C** is very critical, viewing the Emancipation Proclamation as a 'most startling political crime and blunder'. It states that 'to accomplish this vile end' they will receive universal condemnation and contempt of Europe and fill the minds of those with traces of humanity in the North with amazement, indignation and horror. The source emphasises that the South now has no option but to fight to the death. **Evaluation** ***Source A*** *is from a letter written by Lincoln in August 1862 in response to an attack on his lack of commitment to emancipation. This had been made by Horace Greeley who was an influential abolitionist. In this letter, Lincoln attempts to reason that more considered decision-making is required, suggesting that the time might not be suitable to push for emancipation if that threatened the Union. Candidates might consider the context and purpose of the source to evaluate its weight as evidence.* ***Source B*** *is from a newspaper the day after Lincoln announced the Emancipation Proclamation following victory of Northern forces at the Battle of Antietam. The Proclamation was to take effect on 1 January 1863. Northern newspapers that supported the end of slavery, such as the* Chicago Tribune*, and candidates may consider that its Northern origin weakens the source as evidence.*	**25**

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Question	Answer	Marks
2(b)	***Source C**: the was published on 7 January 1863. Many in the South feared slave insurrections because of this Proclamation and newspapers in the South reflected this concern. Again, the origins of the source, and the Civil War context could be used to assess the weight of the source as evidence.* ***Source D**: the print was issued in 1865 and was contemporary with the issue of the Thirteenth Amendment which was being ratified by the States during 1865. The source portrays Lincoln as the 'Great Emancipator' and is a clear example or propaganda surrounding the emancipation. This may be considered to weaken the source as evidence. Lincoln is portrayed in a heroic light which contrasts with the pragmatic approach seen in **Source A**.* Accept any other valid responses.	

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Question	Answer	Marks
3(a)	**Read Source B and Source C. To what extent do Sources B and C agree about the Kuomintang government?** Indicative content **Similarities** • Both sources show the Kuomintang needs to implement reforms. Source B argues they could introduce measures 'for agrarian reform and equitable taxation' to regain the advantage. **Source C** argues simply that the KMT 'must reform itself.' • In both sources, there is a policy of denying supplies to the Communists. The warlord receives money and ammunition, 'none of which the Communists get', while the Communist general 'tells the old story of no supplies'. • Both indicate that there were failures in Kuomintang policies. **Source B** mentions that the KMT could adopt 'simple effective measures' to help regain ground from the Communists but they have failed to do this. **Source C** argues 'the administration of the National Government is bad'. **Differences** • The sources disagree about the effort being made by the KMT. **Source B** indicates some attempts to respond and retain control 'by strengthening its control over industries and also over education and social organisation'. In **Source C**, the government is shown as 'not improving' their administration and needing to 'reform themselves'. They are afraid of the more progressive policies of their rivals and are losing popular support. • The sources disagree about the relationship between the KMT and the Communists. **Source B** suggests that relations are not entirely hostile. It is 'Chiang's political wisdom' which has prevented an 'open break' and the Communist general has been 'well received' at his headquarters. The implication in **Source C** is that the Kuomintang is hostile: their demands that the Communists should 'withdraw from areas they have captured' and let the Kuomintang benefit 'is unreasonable'. **Explanation** American sympathies were with the Kuomintang, but they were not uncritical. They put pressure on Chiang to combat the Japanese more effectively and realised this made co-operation with Communist leaders necessary. They were also critical of the lack of meaningful political and economic reform, which contributed to the support for Communism and to the economic crisis of the 1940s. Yan Xishan has a relatively neutral tone. As a warlord, he had considerable autonomy within his own province. While he continued to offer some support to Chiang Kai-shek, he was opposed to the focus on anti-Communist campaigns. He can clearly see the need for the government to work with the Communist troops, as well as to undertake domestic reform. These actions would help defeat the Japanese and diminish the popular appeal of radical solutions. Overall, his view is strikingly similar to that of the US diplomat, as they both share the same priority which is to defeat Japan. Accept any other valid responses.	**15**

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Question	Answer	Marks
3(b)	**Read all of the sources. How far do the sources support the view that, during the war with Japan, the policies of the Communists were popular with the Chinese people?** Indicative content **Support** • **Source A**: There is clear support here. The poster's title shows the intentions of building a close bond. The two Communist soldiers are depicted offering both agricultural and medical help to Chinese peasants. • **Source B**: There is an implication that some policies that the Kuomintang has failed to adopt – 'agrarian reform and equitable taxation' – are associated with the Communists, which could be used as support. • **Source C**: This also shows limited support. Communist administration is 'rather good' and they are 'more progressive' than the Kuomintang. **Challenge** • **Source B**: The main challenge here is the argument that it was 'the failures of the party in power than in any positive strength' of the Communists which gained them popular support. • **Source C**: This also shows some challenge. In Communist areas, there is little regard to improve the people's livelihood, and in private, 'the people weep about their conditions'. There is also the same argument as in **Source B**: 'so many people are following the Communists' mainly because of the failures of the Kuomintang. • **Source D**: This is very explicit about the negative aspects of Communist control. There are many examples of how this was based on coercion, terror and even 'seventy-two different kinds of torture'. While they opposed the landlords, and set fire to the homes of rich farmers, they also burned poor people's homes to 'force the homeless to join them'. **Evaluation** ***Source A** is Communist propaganda. While candidates may consider this as weakening the source as evidence, propaganda was an important tactic in building popular support. From 1937, the Communists positioned themselves as patriots who resisted the Japanese invaders, with the support of ordinary Chinese people, and used various forms of art to support this message. Soldiers were encouraged to maintain good relations with peasants, as part of their programme of spreading Communist values. Shaanxi, the region where the Ya'nan Soviet was based, was very poor and villagers readily adopted Communist systems of agriculture and health provision.* ***Source B**: Here, the ambassador is more focused on the failures of the Kuomintang leadership in improving Chinese conditions to guard against the spread of Communism and enable effective opposition to Japan. These considerations reflect US concerns during WW2.* ***Source C:** The warlord's view seems quite complicated. He concedes that the Communists have an effective administration, and some support from the common people as they enact some progressive changes. There is also criticism of their lack of concern for the people's conditions. This reflects the ambivalent attitude of many local leaders, who were opposed to the radical*	**25**

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Question	Answer	Marks
3(b)	*change advocated by Communist leaders but were also aware of the dangers of ignoring the need for more moderate reforms. Yan Xishan was pragmatic and flexible and generally favoured modernisation and social reforms. His balanced view might be considered to strengthen the source as evidence.* ***Source D** shows the anger felt by Chiang Kai-shek towards the Communists. He had struggled to eradicate the threat he saw these 'bandits' as posing to his authority and control since the late 1920s. His sympathies were with landlords rather than peasants. He regarded Communist pleas for unity against the Japanese as another attempt to undermine his government. Given that the nationalists were defeated and this was a memoir written in the 1950s, candidates might consider the source to have less weight as evidence.* *Taken together, these sources show the Communist determination to reform and change China, through land redistribution and working with peasants, but they also show that these developments were not uniformly popular as the Communist party tried to increase their power.* Accept any other valid responses.	

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