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CAMBRIDGE
International Education

Cambridge International AS & A Level

HISTORY **9489/12**

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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9489/12 Mark Scheme June 2(

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 about food requisitioning by the Bolsheviks.** **Similarities** • Both sources agree that food requisitioning would / was taking place. In **Source C** the troops are capturing chickens and taking out bags of grain. In **Source B**, the peasants will be required to hand over an 'assessed' amount of grain to the state. • Both sources imply that the peasants may have hidden food and are not complying. The soldiers in **Source C** ransack the property to see what they can find. In **Source B**, 'fall back on the old habit of hiding their grain.' • Both sources also suggest that the Bolsheviks have pressing concerns which mean this policy is necessary. The success of the Red Army requires Cheka control (the use of Cheka / uniformed army to enforce this rather than being engaged in fighting) in **Source C** and in **Source B** the food supply to the workers in the cities is the most important thing. **Differences** • The process of requisitioning and supply to peasants themselves is presented very differently. **Source B** suggests an official process where grain stocks will be assessed and then a specific amount handed over. The state will buy some grain and requisition surpluses which implies the peasants will be left with enough to support themselves. This is not seen in **Source C** where the soldiers appear to take **everything**, even the farmyard chicken. • The method of requisitioning is presented differently in **Source B** as necessary, orderly method, 'This is not a matter of the workers' government fighting the peasants', 'the peasants must deliver their quotas to the state as assessed 'and in **Source C**, forced action with weapons. • The attitude of the authors of each source towards requisitioning is different. Lenin sees it as an absolute necessity if he is to save the revolution. The artist responsible for **Source C** sees it as an act of terror inflicted on innocent people. **Explanation** The similarities between the sources could be explained using contextual understanding. Both sources were published during the Civil War when Lenin had introduced War Communism – the Bolsheviks' emergency economic and political system introduced during the Russian Civil War to ensure the Red Army and workers were supplied and to maintain Bolshevik control over a collapsing economy. Requisitioning (prodrazvyorstka) was carried out and, if peasants refused to hand over grain or other crops, armed detachments were sent out and goods were seized, provoking widespread resistance and contributing to major uprisings such as the Tambov revolt. The regime also nationalised all major industries, banned private trade, and placed factories under the control of *Vesenkha*, creating a highly centralised command economy. These policies helped the Bolsheviks win the Civil War by guaranteeing supplies for the Red Army and industrial workers, but they caused catastrophic economic decline: industrial output fell to around 20% of pre-war levels, urban populations shrank as workers fled to the countryside, and famine spread across Russia by 1921.	**15**

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Question	Answer	Marks
1(a)	The differences between the sources could be explained using both their provenance and contextual knowledge. Lenin would naturally display a different attitude towards requisitioning. This was a public speech which was delivered to a meeting of Bolsheviks who would be involved in taking part in requisitioning. He suggests it is a fair policy which is fully necessary. It is not surprising that the Whites exploited the violence which often accompanied requisitioning as a propaganda opportunity against the Bolsheviks. Propaganda tried to convince peasants, workers, and soldiers that the Bolsheviks were criminals, extremists, or German agents, and maintain morale by presenting the Reds as brutal tyrants and the Whites as the defenders of 'real Russia'. This helped justify continued Allied support. Accept any other valid responses.	

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Question	Answer	Marks
1(b)	**Read all of the sources. 'The Bolsheviks were hostile towards the peasants.' How far do these sources support this view?** Indicative content **Support** • **Source A** suggests clear hostility to the kulak class who were wealthier peasants. However, there is also hostility to the poorer peasants as villages who do not surrender kulaks and excess grain are subject to punitive raids. • **Source B** shows that resistance to the grain requisitioning will not be tolerated. There will be an assessment of how much grain the peasants must provide and they must do this 'without fail'. The peasants are accused of having been profiteers in the past and there is a suggestion that they do not comprehend the scale of the problem facing Russia. • **Source C** clearly shows hostility from the Red Army towards the Cossack villagers. The soldiers are taking away the livestock and grain of the peasants and they are being threatened with violence. **Challenge** • **Source A** could be used to challenge if it is understood in context. The committees of the poor gave power in the villages to the poorer peasants and this was supposed to encourage poor peasants to support the Bolsheviks and turn against the kulaks. • **Source B** claims not to be hostile – 'not a matter of the workers' government fighting the peasants.' There is also an implication of regret that the peasants cannot be provided with goods and the grain requisition is described as 'lending the workers grain' which suggests that they will be repaid in the future. The policy sounds fair and equitable. • **Source D** can be read as a challenge. The proletariat have won over the peasants and don't want to 'force them', 'boss them' and instead want to be their friends. The Bolsheviks issued a decree on land which 'entirely satisfied the economic needs of the majority of the peasants.' **Evaluation** ***Source A****: describes the unrest in rural Russia in the summer of 1918. Committees of the Village Poor were established in June 1918 as a way of fomenting class warfare in the countryside. They were designed to identify and remove a richer class of peasant which was anti-Bolshevik and possibly hoarding grain. The policy was designed to win support for the Bolsheviks from the poorer peasants. However, the number of 'kulaks' identified was far greater than their likely number and contextual knowledge could be used to assess the value of the source as evidence. Candidates may also consider whether the provenance of the source enhances its weight. The Socialist Revolutionaries condemned dekulakisation as violent, economically disastrous, and fundamentally anti-peasant. They rejected the Bolshevik idea of 'kulaks' as a class, opposed the use of terror in the countryside, and believed forced collectivisation betrayed the democratic, peasant-based socialism they had advocated for in 1917.*	**25**

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Question	Answer	Marks
1(b)	***Source B**: Candidates could use their knowledge of war communism and the state of the Soviet economy to assess the value of this source by establishing whether its claims were valid. By late 1917, there was little food to be had in the cities and prices soared. The costs of leaving the war and the onset of the* *Civil War made this situation worse. The source is from a public speech which might have a bearing on its weight. It appears to be fair and rational but also hints at the suspicion of the peasants which was felt by many Bolsheviks. Grain hoarding took place during the war, although there were also problems with transport which meant supplies could not get to the cities.* ***Source C**: The source is White propaganda and candidates might consider this weakens it as evidence. The Bolsheviks are portrayed as violent and merciless, but the Whites also stole food and billeted troops on local families. Candidates may be aware that Cossack peasants often supported the Whites and that might explain their inclusion in this picture.* ***Source D**: The source was written during the Civil War and reflects on the outcome of the Constituent Assembly. The peasants were won over by stealing SR policies and the SRs achieved many more seats in the Assembly than the Bolsheviks. This was one of the main reasons it was closed down after only one meeting in January 1918. There is a degree of underhandedness in the report and candidates may use their knowledge of SR and Bolshevik policies and performance in the elections to assess the weight of the source as evidence.* Accept any other valid responses.	

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Question	Answer	Marks
2(a)	**Read Source C and Source D. Compare and contrast the views in these two sources as evidence about the exemption clause in the Conscription Act.** Indicative content **Similarities** • Both sources imply the exemption clause provoked violent protest, 'protest with full force' in **Source C** and 'committing murder and arson 'in **Source D**. • Both recognise that the poor will be compelled to serve; in **Source C** the poor become 'vagabonds and cast-outs' who must 'go to war and be shot down'. **Source D** accepts that a poor man is 'compelled to serve his country'. • Both sources agree that the exemption clause allows the rich to avoid service. **Source C** says the clause creates 'the rich rabble' who can escape the draft. **Source D** openly admits that 'men who have $300 can purchase exemption'. **Differences** • Both sources differ in terms of impact of the exemption clause on the poor; **Source C** states that if poor men are drafted then they will have to leave their wives and children at home to starve; **Source D** states that every precaution will be taken to provide for wives and children and money will go into their pockets. • The sources differ in how the poor are portrayed. **Source C** portrays the poor as victims of an oppressive law, being made a 'poor rabble', forced to fight while the rich avoid danger, whereas **Source D** portrays the poor as patriotic volunteers, claiming 'hundreds of thousands' have willingly served. • The sources differ in how the rich are portrayed. **Source C** sees the rich as exploiters 'a rich rabble' who use money to escape danger whereas **Source D** says that the rich are benefitting the poor by exemption money which goes to the volunteers. • The sources differ over their attitude to the protest. **Source C** states that the exemption clause is justification for continuing to protest against it and justifies violent resistance 'we will give our enemy battle right here'; **Source D** states that protestors are wrong to commit such protests and condemns the protest as 'murder and arson'.	**15**

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Question	Answer	Marks
2(a)	**Explanation** The similarities and differences can explained by contextual knowledge and consideration of the purposes of the sources. By 1862–63 both the North and South needed to increase the size of their military but were not receiving sufficient numbers of volunteers, hence the decision to issue orders for compulsory military service. However, to limit opposition to the measure both sides introduced exemption clauses which resulted in considerable editorial debate in newspapers. **Source C** illustrates the opposition from the poorer elements of society, outlining the possible impact it would have on families; some newspapers claimed that the federal government was exceeding its authority by introducing the measure and claimed it could result in more opposition to the war. **Source D** represents more of the official viewpoint, stressing the need for patriotic duty and that families would be looked after. The *New York Times* was strongly pro-Lincoln and pro-Union. Its editors feared the riots would undermine the war effort and threaten property and stability. The Union are securing control over the Mississippi at this stage of the war (May–July 1863) and it is also set in the context of the major victory at the battle of Gettysburg meaning that the Union need to build on their success. Meanwhile, many rioters were poor Irish immigrants who feared job competition from freed Black Americans and felt excluded from political power. Accept any other valid responses.	

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Question	Answer	Marks
2(b)	**Read all of the sources. How far do the sources support the view that Americans on both sides agreed with the introduction of conscription?** Indicative content **Support** • **Source B**: supports and claims that small farmers 'submit to it' and that 'the patriotism of our people is unbounded'. The newspaper praises obedience and frames conscription as a noble sacrifice for the Southern cause. • **Source D**: supports the idea of the draft; it states that the poor are paid and support is given to their families; richer men can pay a $300 exemption charge but that money goes to volunteers who take their place; it believes it is wrong to protest against the conscription measure – it is an 'honourable duty'. **Challenge** • **Source A**: this bears the title Southern 'Volunteers' but it has the word volunteers in inverted commas, and the visual does not actually show the men volunteering but being forced into joining up; the captions reveal that the men do not wish to join the Confederate Army, claiming that they are Union men; the enforced rounding up of 'volunteers' implies that the military clause was necessary as men were not volunteering; it states that they will be hanged if they do not volunteer. • **Source B**: shows the reluctance of the conscripts 'Thousands of small farmers, unable to employ substitutes, are taken from their homes' and underlines that exemptions fuelled resentment 'the operation is unequal' and will mean the poor will suffer by losing their crops. • **Source C**: this is a letter from a protestor who took part in the riots in New York as part of protests against the military draft; the author claims to represent the views of poor conscripts who do not wish to join, fearing the impact it will have on their families who will be left to starve; it shows that there was an unwillingness to sign up, hence the need to pass laws to force conscription. **Evaluation** ***Source A*** *appeared in print soon after the Confederate Congress passed a National Conscription Act on 16th April 1862 to strengthen its dwindling army of volunteers; it is most likely a print produced in the North as it does not portray the Confederate Army in a positive light. It demonstrates that many Southerners were Unionist and resisted Confederate enlistment. Violence, intimidation, and local vigilante groups forced men into service. The Confederate National Conscription Act marked the first national draft in American history and represented a major turning point in the Confederacy's war effort. It required all white men aged 18–35 to serve for three years, later expanded to ages 17–50 as manpower shortages deepened. Exemptions such as the 'twenty-slave law', which excused one white man on plantations with twenty or more enslaved people fuelled resentment.*	**25**

Question	Answer	Marks
2(b)	***Source B*** *considers the impact the act has had on those conscripted and points out the ruination of crops for the poor farmers who cannot afford to buy their exemption. Being published three months after the Conscription Act was passed and published during the summer months when the harvest would be due, it is reasonable for it to offer some criticism. However, it also celebrates the patriotism of the South and this would likely to try and keep morale and manpower high. Expiring enlistments were already draining the army and the Confederacy faced the loss of 148 regiments when one-year enlistments expired. Conscription slowed this collapse but could not fully reverse it and desertion was widespread.* ***Source C*** *is a letter from a protestor who took part in the demonstrations against the exemption clause which were held in New York on 15th July 1863; he claims to represent the poor of society, believing it is wrong that such men are drafted in as they are the main wage earner in their household, whereas wealthy men can afford to buy exemption; the newspaper, which was pro-draft, printed the letter to enable the editor to write a reply which challenges these views. The Union Conscription Act was passed on 3rd March 1863 and became the first true national draft law in U.S. history. It required the enrolment of all male citizens and declared immigrants aged 20–45, unless exempted. The Act replaced the earlier Militia Act of 1862 and introduced a quota system: each congressional district had to supply a set number of men, with any shortfall made up through conscription. The legislation also established the highly controversial $300 commutation fee and the option to hire a substitute.* ***Source D*** *is from the* New York Times *and was written in response to* ***Source C****; it defended on of the most controversial provisions of the Conscription Act, the $300 substitution provision. When the draft lottery began on 11th July 1863, crowds attacked draft offices, government buildings, Republican newspapers, and Black residents. The disturbances lasted four days, caused over $1.5 million in property damage, and resulted in at least 119–120 deaths, before Lincoln sent in 20 000 federal troops to restore order.* Accept any other valid responses.	

GradeMax

Question	Answer	Marks
3(a)	**Read Source B and Source D. To what extent do Sources B and D agree about the New Fourth Army?** Indicative content **Similarities** • Both sources show the New Fourth Army was ordered by Kuomintang military leaders to move northwards. • They agree that the Army was involved in trying to control the triangular region 'formed by Nanking, Shanghai and Hangchow'. • Both indicate that there was some clash with government forces and Commander Yeh Ting was caught and imprisoned. • As a result, they agree that there was 'the cancellation of the New Fourth Army's official status'. **Differences** • The sources **Source B** claims 'it was moving northward in accordance with instructions' while according to **Source D**, the 'New Fourth Army refused to move northward as ordered'. • **Source B** emphasises the Army's innocence: it 'was treacherously attacked'; but in **Source D** it was the Army which 'attacked the government's 40th Division'. • There is a disagreement about the motives for its interest in 'the Nanking-Shanghai-Hangchow triangle'. **Source B** defends this as a wish to fight against Japanese occupation, while **Source D** condemns this as an attempt to assert control by attacking the government troops. 'Instead, it made plans to control the triangular area formed by Nanking, Shanghai and Hangchow. On 5 January 1941, its units even attacked the government's 40th Division' **Explanation** Both sources are clearly presenting the actions of their side in the best possible light. This was a controversial episode, and there are various contradictory accounts. Mao derides the accusations against the New Fourth Army in a sarcastic tone, while Chiang Kai-shek's account is presented as a series of seemingly objective facts.	**15**

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9489/12 Mark Scheme June 2026

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Question	Answer	Marks
3(a)	The contrasting interpretations can be linked to the rivalry between the two leaders, and the context of the struggles between their factions. Many Communist soldiers and officers remained suspicious that war against Japan had meant that Chiang had merely postponed, not abandoned, his goal of eliminating Communism. At the same time, the Kuomintang realised that besides fighting the Japanese, the Communists were spreading their message of social and economic reform. The Communist presence in the Yangtze valley was a particular challenge – it was close to Nanjing and gave them an opportunity to win over the local population, which was much more numerous than in remote Yan'an, sending them North would also expose the Communist troops to a difficult campaign against the Japanese forces. Chiang Kai-shek used the Communists' failure to comply with his orders as justification for attacking their forces. Chiang ordered his troops to surround the New Fourth Army, and during 10 days of fighting, 7000 of the 9000 Communist troops were killed or captured. Accept any other valid responses.	

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Question	Answer	Marks
3(b)	**Read all the sources. How far do the sources support the view that the Kuomintang and Communists were united in waging war with Japan after 1937?** Indicative content **Support** • **Source A**: There is clear support here. The Nationalist and Communists are pledging agreement, and the Japanese soldier is therefore unable to invade. • **Source C**: This also shows the initial 'genuine and apparently whole-hearted cooperation'. This is shown as a period of activity, and the Communist contribution is emphasised. It is seen, even by many members of the Kuomintang, as a time of 'the government's greatest efficiency and effectiveness'. **Challenge** • **Source B**: The account written by Mao claims that the Communists were keen to oppose the Japanese but that they were impeded by the actions of the Kuomintang. The allegation is that some of the Kuomintang army are, in fact, 'loyal servants of Japanese imperialism'. • **Source C**: This goes on to show the breakdown of relations, which it links to Kuomintang jealousy and repression, with the implication that the Kuomintang were more at fault in the New Fourth Army incident. • **Source D**: Here, the blame is firmly attributed to the New Fourth Army, who are alleged not to obeyed 'the order to avoid conflicts', in contrast to the 'government troops'. Communist attacks are said to have prompted the order to move north, as well as to have been the cause of the clash in January. **Evaluation** ***Source A** is issued soon after the start of the war with Japan, when the Communists were very keen to promote the idea of united opposition. Several magazines were circulated, with cartoons by leading left-wing artists. There was some cynicism about Communist motives from Chiang Kai-shek and other Kuomintang leaders, who saw it as an attempt by the Communists to regroup and expand their influence, after a decade of persecution.* ***Source B** shows the Communist attempts to position themselves as the true patriots in the 'War of Resistance'. In contrast, the Kuomintang army is presented as having been infiltrated by 'the pro-Japanese clique' and being determined to undermine the patriotic struggles of the Communists. Mao is referencing the commonly held view that Chiang Kai-shek was not committed to fighting the Japanese invaders.*	**25**

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Question	Answer	Marks
3(b)	***Source C** is balanced in showing the fluctuations of the uneasy alliance between the Kuomintang and Communists. For an American source, it is perhaps surprising in sounding more sympathetic to the Communists. There was considerable respect for the vigour of the Communist campaign among American observers during WW2, as well as widespread criticism of the passivity and corruption which was associated with the Kuomintang. This also reflects the views of many international observers who were shocked that the Kuomintang were weakening the Chinese efforts to repel the Japanese.* ***Source D** is clearly an attempt at a justification by Chiang Kai-shek for his inability to work with the Communists. He characterises the New Fourth Army as defiant and aggressive, and his own government's responses as reasonable and proportionate. This version of events is undermined by **Source B**, and more convincingly, by **Source C**. It can be seen how both sides used the New Fourth Army incident to condemn the other's unwillingness to unite against Japan.* Accept any other valid responses.	

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