Cambridge Assessment International Education

# Cambridge International AS & A Level

**HISTORY** **9489/11**

Paper 1 Document Question **May/June 2021**

MARK SCHEME

Maximum Mark: 40

**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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## Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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| Part (a) | Generic Levels of Response: | Marks |
|---|---|---|
| **Level 4** | **Makes a developed comparison**<br>• Makes a developed comparison between the two sources.<br>• 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**<br>• 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**<br>• Identifies relevant similarities or differences between the two sources and the response may be one-sided with only one aspect explained.<br><br>**OR**<br><br>**Compares views and identifies similarities and differences but these are asserted rather than supported from the sources**<br>• Identifies relevant similarities and differences between the two sources without supporting evidence from the sources. | **4–7** |
| **Level 1** | **Describes content of each source**<br>Describes or paraphrases the content of the two sources.<br>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.**<br>**No engagement with source material.** | **0** |

| Part (b) | Generic Levels of Response: | Marks |
|---|---|---|
| **Level 5** | **Evaluates the sources to reach a supported judgement**<br>• Answers are well focused, demonstrating a clear understanding of the sources and the question.<br>• 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**<br>• Demonstrates a clear understanding of how the source content supports and challenges the statement.<br>• 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**<br>• 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**<br>• 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**<br>• Describes the content of the sources with little attempt to link the material to the question.<br>• Alternatively, candidates may write an essay about the question with little or no reference to the sources. | **1–5** |
| **Level 0** | **No creditable content.**<br>**No engagement with source material.** | **0** |

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| Question | Answer | Marks |
|---|---|---|
| 1(a) | **Read Sources A and B. How far do these sources agree about events in Berlin in March 1848?**<br><br>**Similarities**<br>• Both suggest that the troops had been attacked and fired at the Berliners.<br>• Both sources suggest outsiders were to blame for events.<br>• Both sources mention the use of barricades by the revolutionaries.<br><br>**Differences**<br>• The involvement of Berliners in events is different. In Source B Berliners have turned a blind eye to the arrival of stones and earth to build barricades. This might suggest Berliners are complicit in events. In Source A they have made an 'unhappy error' which suggests less blame.<br>• Events are the result of a conspiracy in Source B but arise from an error in Source A.<br><br>**Explanation:**<br><br>The similarities / differences between these sources can be explained by the different purpose of the sources in context. Source A was an attempt by FW4 to stop the fighting and calm revolutionary activity in Berlin It was written at 3 am on 19th March, following a day when 230 people were killed in demonstrations in Berlin. It was printed and stuck up on the trees around the city. Source B appears to be a more candid account although FW4's attitude towards revolution vacillated. By April, the King's apparent enthusiasm for the revolution was waning. He had returned to Potsdam where he re-joined his loyal army and conservative advisors. He claimed he had been humiliated into making concessions and this understanding of the context could be used to explain his tone in Source B.<br><br>**Accept any other valid responses.** | **15** |

| Question | Answer | Marks |
|---|---|---|
| 1(b) | **Read all the sources. 'Frederick William IV supported the ideas of the revolutionaries'. How far do these sources support this view?**<br><br>**Support**<br>• **Source A**: The King blames outsiders for the bloodshed and makes promises to the Berliners about making Prussia and Germany great. This seems to support their demands.<br>• **Source C**: This source seems to suggest that FW4 was in favour of the revolution – he wants to lead the movement (face value only) and can be seen wearing the same armband as worn by the revolutionaries.<br>• **Source D**: FW4 seems to support the revolution (at first). He talks to the people and seems pleased to be the leader of the national movement. He even goes so far as to support the idea of a constitution.<br><br>**Challenge**<br>• **Source B**: The King blames outsiders for events but sees what has happened as a conspiracy against him. He blames liberalism and describes this as a disease. This suggests that he lacks sympathy with the revolutionaries.<br>• **Source C**: This source is sarcastic – FW4 only wants to lead the movement because it will make him look good. The cartoon suggests he is trying to capitalise on the popular feeling which has caused the revolution.<br>• **Source D**: Once the parliament is formed and starts to act, FW4 starts to listen to 'conservative voices' which suggests he backs away from revolutionary ideas.<br><br>**Evaluation**<br><br>***Source A***: *has a purpose in trying to calm the situation and persuade Berliners that the king is on their side. This could be cross-referenced to Sources C and D which suggest FW4 supports revolutionary ideas to enhance his popularity. The motive to end the bloodshed undermine the value of this source as evidence of FW4's support for the revolutionaries. However, candidates could use their understanding of the context to show that FW4 promised liberal reforms, for instance allowing the Frankfurt Parliament to be formed.*<br><br>***Source B***: *does not have the motive of Source A and is a more candid account. This letter places the blame on liberalism and FW4 accuses this ambassador of being 'infected'. Candidates might argue that this is a more reliable account of FW4's real feelings and therefore carries more weight in response to the question. However, FW4's views wavered. By April 1848 he claimed he had no wish to be a 'citizen king' but still allowed a more liberal government to be formed.* | **25** |

| Question | Answer | Marks |
|---|---|---|
| 1(b) | ***Source C***: *suggests FW4 is keen to tap into popular feeling, it is critical of him and this may be evaluated as undermining the reliability of the source. However, FW4's views changed, and this was not the first time he had appeared to bend to popular opinion. In 1842, he took liberal steps to free political prisoners and end censorship. This generated a demand for further reform which led to the reintroduction of censorship in 1843. This lends weight to the argument proposed in the cartoon.*<br><br>***Source D***: *shows FW4 as being easily swayed. First, he supports the revolution, then he changes his mind. This source can be cross referenced to A and B and there is truth in what Schurz says which makes it a more valuable source. FW4 rode around Berlin a few days after the revolution claiming, 'I want liberty: I will have unity in Germany' and granting a series of reforms. The 'conservative voices', which are referred to in the source, included the generals and Junkers. Schurz was also aware of the ultimate outcome of the revolution in Berlin and that FW4 turned down the offer by the Frankfurt Parliament to become the Emperor of Germany, FW describing the crown as being 'from the gutter'.*<br><br>**Accept any other valid responses.** | |

| Question | Answer | Marks |
|---|---|---|
| 2(a) | **Read Sources B and C. Compare and contrast the attitudes of Northern Whigs towards the Fugitive Slave Laws.**<br><br>**Similarities**<br>• Both accept the Fugitive Slave Laws as part of the US Constitution.<br>• Both say that citizens should obey the Fugitive Slave law.<br>• Both show that Northern Whigs have reservations about the Fugitive Slave law passed in 1850.<br><br>**Differences**<br>• Source B says that Northern opposition to the Fugitive Slave law is the result of a few ambitious 'abolitionist and political agitators' trying to mislead the people. Source C, however, shows that Northern opposition to the law is much more broadly based.<br>• Source B sees the 1850 Act as no more than an extension of the 1793 Fugitive Slave law whereas Source C argues that the 1850 Act is unnecessarily harsh.<br><br>**Explanation**<br><br>Source B is a Southern newspaper reporting a meeting held in the North and thus the reliability is questionable, particularly as the report shows Northerners supporting a measure which benefits the South. It may be that the newspaper in question has selected the elements of Seward's speech which best suit their purpose. Source C provides direct evidence of Northern feelings, though it is from Massachusetts, probably the most anti-slavery of the Northern states, and therefore may not accurately reflect Northern attitudes towards the Fugitive Slave Laws. The attitude towards the harshness of the act is a difference which could be explained using contextual knowledge. Source B claims the FSL is no more than a continuation of the 1793 Act. However, this was being flouted and the 1850 Act was harsher – allowing for a posse to be formed to capture fugitives, enforcing fines on anyone who refused to join such as posse and allowing owners to recapture slaves who had escaped many years earlier.<br><br>**Accept any other valid responses.** | **15** |

| Question | Answer | Marks |
|---|---|---|
| 2(b) | **'The passing of the Fugitive Slave Law in 1850 solved the fugitive slave issue.' How far do the sources support this view?**<br><br>**Indicative content**<br><br>**Support**<br><br>• **Source A**: argues that the first arrest under the 1850 Act was carried out successfully. It goes on to say that opponents of the Act will be outnumbered by 'all good men' and be punished accordingly. It believes the opponents of the Act to be a minority.<br>• **Source B**: sees Northern opposition to the 1850 Act as coming from a minority of abolitionists and agitators. The Act itself is just an extension of the 1793 Act, which has been upheld ever since. The unrepresentative minority in the North will be challenged vigorously by those in the North who accept the 1850 Act. The implicit message of Source B is that the abolitionists will be defeated.<br>• **Source D**: The argument for accepting the 1850 Act is based on its newness. Its support is pragmatically based: repeal or modification of the Act would upset the South, upset the Compromise of 1850, would be unnecessary as the 1793 Act on which it was based had 'produced no evils'. Opposition comes only from Northern 'fanatics'. This analysis does not rule out a review of the 1850 Act in a few years' time, however, and thus it is not quite whole-hearted support for the hypothesis.<br><br>**Challenge**<br><br>• **Source C**: shows a formal meeting of Whigs who do not see the 1850 Act as solving the fugitive slave issue. They want the Act modified and even repealed.<br>• **Source D**: There is an element of challenge in Source D (albeit quite a weak one) It does not rule out a review of the 1850 Act in a few years' time, however, and thus it is not quite whole-hearted support for the hypothesis.<br><br>**Evaluation**<br><br>***Source A:*** *The source is from a New York newspaper and shows that even in the North there were newspapers which supported a measure which benefited the South. New York benefited greatly from trading raw cotton of the South to its main market, the cotton mills of Lancashire. The extract was written soon after the Fugitive Slave Act was passed. Optimism was possible at that time, if not for much longer. The desire not to antagonise the South may undermine the value of this source as evidence.*<br><br>***Source B:*** *is published in a Southern newspaper, wishing to appeal to its Southern readers. This positive response of a Northern meeting to the Act should appeal to Southerners. Though the details of the reported speech are probably accurate, they give a false impression of how well the new Act will be accepted in the North which may affect the weight of this source as evidence.* | **25** |

| Question | Answer | Marks |
|---|---|---|
| 2(b) | ***Source C*****:** *is taken from a list of resolutions passed by a meeting of Northern Whigs soon after the 1850 Act had been passed. Resolutions are more formal than a public speech, such as Source B. They need to be acted on, reviewed at subsequent meetings. As Source C states, 'we shall persevere' with efforts to overturn the 1850 Act. It is a more reliable account of Northern attitudes than is Source B and contextual knowledge can be used to support the claims in the source about the harshness of the Act.*<br><br>***Source D*****:** *comes from a newspaper in Washington DC, the federal capital – also located in the South. This location helps explain the sympathetic line taken towards the South. It places the Act in the important context of the Compromise of 1850, of which it was but a small, if significant part. The final sentence, criticising Boston Whigs for their 'thousand non-existent worries', shows that the newspaper was out of touch with Northern opinion.*<br><br>**Accept any other valid responses.** | |

| Question | Answer | Marks |
|---|---|---|
| 3(a) | **Compare and contrast Sources A and C as evidence about the French and British responses to the Rhineland crisis.**<br><br>**Indicative content**<br><br>**Similarities**<br>• Both show disapproval of German actions, and some fear for the future. This is more overt in Source A but is suggested in Source C in phrases such as 'up-to-date at any rate' and 'not by brutal force or threats'.<br>• Both express hopes of maintaining peace.<br><br>**Differences**<br>• The French view in Source A is that action needs to be taken to eject the German army, while the British in Source C do not support any action.<br>• Remilitarisation is seen as a challenge to international relations in Source A, but as an internal affair for the Germans in Source C.<br><br>**Explanation**<br><br>Source A is an attempt to rally support for action, from the French people and the international community. It reflects French anxiety about their border with Germany and the violation of the Treaty of Versailles. However, French opinion was divided on how to respond, no mobilisation was ordered, and there was to be an attempt to pass the responsibility for action onto the British. Source B reflects British public opinion and contextual knowledge can be used to explain this. There was general support for the government's policy of appeasement and that it should be possible to negotiate with Germany. Sympathy for German objections to aspects of Versailles had been endorsed by the Anglo-German Naval Agreement of 1935. The Italian actions in Abyssinia were seen as far less justifiable.<br><br>**Accept any other valid responses.** | **15** |

| Question | Answer | Marks |
|---|---|---|
| 3(b) | **Read all the sources. 'The remilitarisation of the Rhineland revealed Germany's aggressive intentions.' How far do the sources support this view?**<br><br>**Indicative content**<br><br>**Support**<br><br>• **Source A**: Sarraut denounces German aggression and sees this as a threat to 'peace in Europe' as well as 'French security'.<br>• **Source B**: Low is satirising claims that Hitler's intentions were peaceful, and that Germany re-joining the League would contribute to the avoidance of future aggression. There is reference to the extent of German rearmament.<br>• **Source C**: (Although mostly a challenge source) indicates the speaker's distaste for the Nazis' 'brutal force', and the wish to use membership of the League to control Germany.<br><br>**Challenge**<br><br>• **Source C:** Public opinion is shown to accept the German actions as occurring 'within the frontiers of the German Reich', and so not signalling an aggressive attitude. This is contrasted with Mussolini's behaviour in the ongoing Abyssinian crisis. The speaker also extends an invitation to Germany, to help ensure future peace by joining the League.<br>• **Source D:** The German minister claims the action to have been defensive, carried out by a 'weak force' (in contrast to Source A), symbolic and even 'a step towards peace and understanding.' He claims there were previous negotiations and blames the French for their failure.<br><br>**Evaluation**<br><br>***Source A:*** *French fears of German aggression were real and based upon previous invasions across the Rhine border. However, the reference to 'considerable forces' is questionable and may be seen as weakening the value of this source as evidence. The German soldiers were lightly armed and there were more local police involved in the invasion. The invasion was an act of opportunism on the part of Hitler and troops had been ordered to withdraw if they were challenged.* | **25** |

| Question | Answer | Marks |
|---|---|---|
| 3(b) | ***Source B:*** *Low was opposed to appeasement and saw Hitler's ambitions for Germany as a threat from the start. Here, Hitler's determination and cynicism are contrasted with Sarraut's weakness – and the 'world longing for peace' is correspondingly frail. However, the source exaggerates about the nature of the forces involved to make a point.*<br><br>***Source C:*** *The speech shows awareness of the public lack of appetite for war over the Rhineland and acknowledges that marching into its own backyard was not generally considered a sign of aggression. However, there is a sense of foreboding about Germany's behaviour and willingness to break not only the imposed Treaty of Versailles, but also Locarno, which had been entered into freely.*<br><br>***Source D:*** *The context gives the minister an obvious motive for denying any aggressive intentions which might be considered to weaken the value of this source as evidence. The tactics he indicates, of blaming other parties in negotiations and promising that this was a necessary step to peace, were repeated by the Nazis several times in the next three years. Contextual knowledge could be used to address the claims made in this source. If Hitler intended war at this point (conscription and rearmament could be seen as more than defensive) it was likely that his aggression would be directed against the USSR.*<br><br>**Accept any other valid responses.** | |