Cambridge Assessment International Education

Cambridge International AS & A Level

HISTORY **9489/12**

Paper 1 Document Question 12 **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.

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

Cambridge International is publishing the mark schemes for the May/June 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

© UCLES 2021

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.

© UCLES 2021

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**

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**

© UCLES 2021

Question	Answer	Marks
1(a)	**Read Sources A and C.** **How far do these sources agree about Frederick William's refusal of the German crown?** **Similarities** • Both sources claim that the Parliament had no right to offer the crown. • Both sources refer to other German kings and suggest that they are important in deciding who should wear the crown. • Both make it clear that FW4 had no choice but to turn down the crown. • Both sources imply there is concern about other German states. **Differences** • Source A is dismissive about the crown, claiming it to be tarnished with the 'dirt and dregs of revolution' whereas in Source C the objection to the crown is based on a more legal argument – the lack of a constitution. • Source A implies wearing the crown is a matter of divine right and can only be accepted if the Austro-Hungarian Emperor or his 'equal' presents the crown. Source C seems to imply that a deal could have been done if the rights and security of other German states had been accounted for. • Source A suggests flat-out refusal from FW4 whereas Source C suggests that he argued with the Frankfurt Parliament to find a workable solution. **Evaluation** *FW4 believed in divine right and argued that the constitution was not legal. His attitude in Source A is disparaging and different from that seen in Source C. By 1851, alarmed by the reassertion of Austrian control which followed the failure of the 1848–49 revolutions, he seems to have changed his mind and proposes a German constitution based on that proposed by the Frankfurt Parliament in 1848.* Accept any other valid responses.	**15**

Question	Answer	Marks
1(b)	**Read all the sources. 'The Frankfurt Parliament was to blame for the failure of the 1848–49 revolutions'. How far do the sources support this assertion?** **Support** Source A **supports** as FW blames the parliament and suggests they have the crown 'for sale'. Source B **supports** the assertion because the parliament can't agree. The signatories recognise that the failure to agree the constitution is key. They also refuse to be part of the assembly anymore as they don't like the direction it is taking. Source C **supports** the assertion as FW4 claims the Frankfurt Parliament lost its legitimacy by resorting to violence. Source D **supports** the assertion as it claims the assembly have wasted time, engaged in pointless debates and are responsible for allowing the promise seen in March 1848 to dissipate. **Challenge** Source A could be argued to **challenge** the assertion because it is FW4 who is responsible for the failure of the revolution for refusing the crown offered to him by the Frankfurt parliament. Source D also **challenges** the statement as it recognises that there are reactionary forces at work in Germany. **Evaluation / context** *Source A is FW4s private account (rather than his public proclamation) about his refusal to accept the crown. He is disparaging about the Frankfurt Parliament and reasserts his own belief in divine right. He suggests the Parliament hasn't the authority to act.* *Source B is from 65 deputies who left the assembly when they felt it no longer represented what they hoped to achieve. Candidate could set this against their contextual knowledge of the violence which broke out in some German states in 1849.* *Source C is a public address and FW4 is keen to make sure people understand that he was concerned for German interests and security in turning down the crown. Candidates may be aware of the context of the Erfurt union and the reaction against this from Austria which resulted in the 'Humiliation of Olmütz'.* *Source D has a vested interest in seeing the revolution succeed and is clearly frustrated about the Parliaments inability to achieve its aim. However, the writer also admits there are other issues which contribute to the failure of the revolution.* Accept any other valid responses.	**25**

Question	Answer	Marks
2(a)	**Read Sources A and B. Compare and contrast the views of New York regarding the annexation of Texas.** **Similarities between Sources A and B include:** • Both accept that the admission of Texas into the USA is an important issue. • Both agree that the inclusion of Texas would benefit the South. **Differences** include: • **Source A** says the annexation will strengthen slavery whereas **Source B** argues that annexation will weaken slavery. • **Source A** argues that annexation will benefit **only** the South whereas Source B argues it will benefit the whole of the USA. *Both sources are New York newspapers, the extracts being written during the year when annexation of Texas was a great and controversial political issue. Source B is pro-South, which runs contrary to expectations. Source A conforms more closely to preconceptions about the views of New York. Taken together, the two sources provide reliable evidence of the divisions of opinion in New York. Source A conveys more accurately the controversy surrounding Texas. Source B is more optimistic, perhaps unrealistically so if its final argument is anything to go by.* Accept any other valid responses.	**15**

Question	Answer	Marks
2(b)	**Read all the sources. How far do the sources agree that the annexation of Texas would benefit the United States?** **Source A strongly challenges** this assertion. It argues that annexation would benefit only the South. It would also shame the United States by allowing the expansion of slavery. **Source B supports** the assertion. It sees Texas as necessary to the commerce of the United States and not just the interests of the South. If anything, the source argues that annexing Texas will harm slavery because it will prevent slaves being imported from the West Indies. [This is because from 1808, the USA had banned the import of slaves. The Republic of Texas, however, allowed the slave trade, both external and internal. If Texas joined the USA, the external slave trade would be prohibited.]. **Source C also supports the assertion.** It argues that annexing Texas will help the USA fulfil its 'manifest destiny to overspread the whole continent'. This means the USA can occupy the whole of North America, including Texas. *Source C includes the phrase 'manifest destiny', the first public use of a term which became a key principle of American values, justifying territorial expansion, which Source C actually asserts is not the case. Thus, Source C also contradicts itself and in doing so weakens its reliability.* **Source D strongly challenges** the assertion**.** It argues that the USA would not benefit from annexing Texas. Allowing a slave state to join the USA would destabilise its government and damage its international reputation. *Source A is taken from a New York newspaper and is likely to reflect the views of many, even most of those in the North. It is a partisan source, suspicious of both Texans and Southerners. Thus it is less than reliable.* *Source B is published in a New York newspaper, one which shows a greater concern for the commerce of the whole of the USA. It claims to be 'the friend of the slave' and yet says that the annexation of Texas will protect the cotton-growing sates of the South, which rely on slaves to grow their cotton, thus showing a basic confusion, which undermines its reliability.* *Source C includes the phrase 'manifest destiny', the first public use of a term which became a key principle of American values, justifying territorial expansion, which Source C actually asserts is not the case. Thus, Source C also contradicts itself and in doing so weakens its reliability.*	**25**

Question	Answer	Marks
2(b)	*Source D comes from a public speech by a leading Northern politician. He would be expected to oppose the expansion of slavery within the USA which followed the annexation of Texas. On this basis, Source D comes as no surprise as a partisan and thus unreliable statement of Northern views. However, Webster was a leader of a section of the Whig party labelled the Cotton Whigs because they were sympathetic to the interests of the South. In 1850 he urged the North to support the Fugitive Slave Act. In this respect, Source D comes as a surprise.* Note: Candidates are not expected to know that Webster was a Cotton Whig. Accept any other valid responses.	

Question	Answer	Marks
3(a)	**Compare and contrast Sources A and C as evidence about foreign intervention in Spain.** Indicative content **Differences between Source A and Source C include:** • In **Source A**, the Italian denies breaches of the non-intervention agreement while **Source C** gives details of Italian troops fighting in Spain. • The sources disagree about which nations are intervening. **Source A** mentions the Italians' counter accusation against the Soviet Union, while the Spanish government in **Source C** specifies Italians and Germans. **Similarities include:** • In both sources, the Spanish government is calling attention to German and Italian activity in Spain. • The Spanish allegations in **Source A** are backed up by the detailed evidence in **Source C**. • The Italian denials of **Source A** are referenced in **Source C** ('beyond possibility of denial'). *Signor Grandi in **Source A** is clearly not reliable, as he has strong motives to minimise the Italian support for the Nationalists, which he does through a combination of counter-accusation and denial. He puts pressure on the Committee of Non-Intervention to endorse his view.* *The Spanish accusations seem more reliable, because of their persistence in asking for some scrutiny, and because of the level of detail supplied in **Source C.** We also know Mussolini sent large numbers of troops to Spain in 1936–7. However, the Spanish government is of course motivated to protest against interventions on the side of their enemies, and not to mention the aid they were receiving from the Soviet Union.* Accept any other valid responses.	**15**

Question	Answer	Marks
3(b)	**Read all the sources. 'There was a genuine commitment to enforcing non-intervention in the Spanish Civil War'. How far do all the sources support this view?** **Source A can be used on both sides of the argument** • **Source A challenges** the view, as the group monitoring the Committee of Non-Intervention of Spain is not impressed by the co-operation of the delegates with any enquiry (the Germans and Italians 'objected to any consideration'), their standards of behaviour ('an angry debate'), or the effectiveness of the Committee ('to continue doing nothing'). • **Source A supports** to some extent, as it shows a committee had been created to attempt to enforce non-intervention, that its meetings were lengthy and detailed, and that delegates from the major powers were present and that some protested about the Italian interpretation. **Source B supports** the view as the League is reminding the international community of its commitments under the Covenant not to become involved and urges the Committee to make its 'non-intervention undertakings as stringent as possible'. **Source C can be used on both sides of the argument** • **Source C challenges** the view in terms of the failure to prevent the presence of considerable numbers of Italian and German troops in Spain. • **Source C supports** the view to a limited extent, in that the Spanish government is appealing to the League, clearly in the hope that the commitment was genuine. **Source D challenges** the view for the most part. Non-intervention is shown as a drama in which the fascist leaders refuse even to participate. Britain and France are seen by the British cartoonist as more committed – 'the show must go on', but the language of theatre suggests that this is largely for show, which reflects a sceptical attitude to a genuine commitment. ***Source A** is a critical view of the work of the Committee, by a group (British Union of Democratic Control) which supported its aims but sounds increasingly despairing about its lack of effectiveness. It is a record compiled by an observer who was present at the meetings, and whose views are echoed by **Source D.*** *Source B is an official document from the League. It indicates the intention to strengthen non-intervention, and shows awareness of the dangers. However, in common with other resolutions of the League at this time, there is no clear means or timetable of implementation. Germany and Japan had left the League by this time whilst Italy was no longer taking a full role. So, it was increasingly ineffective.*	**25**

Question	Answer	Marks
3(b)	*Source C shows the efforts of the Spanish government to document and communicate breaches of the policy, in the hope of gaining more active support in maintaining non-intervention. The quotation of article 10 of the covenant, which was also referred to in* ***Source B****, is meant to underline the justice of their complaint. Spanish Republicans are clearly trying to put pressure on the international community here.* *In Source D the intention to criticise hypocrisy is evident, even though the portrayal of Britain and France is more positive than that of their opponents here. John Bull is a traditional personification, reflecting a British view of themselves as honest and uncomplicated. Both the refusal of Germany and Italy to engage with the aims, and the ineffectiveness of British attempts to manage this, can be cross-referenced to Source A.* Overall, the sources show there was little genuine commitment to non-intervention, as, while there is some official backing for the policy indicated in all the sources, this is shown to be lacking in strength in **Sources A, C and D.** Accept any other valid responses.	