Cambridge Assessment International Education

Cambridge International AS & A Level

HISTORY **9489/32**

Paper 3 Interpretations Questions **May/June 2022**

MARK SCHEME

Maximum Mark: 40

Published

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

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

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

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level 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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Question	Answer	Marks
1	**The Origins of the First World War** **Interpretation/Approach** The Key Question to be addressed is 'Who (or what) was to blame for the First World War?' The main interpretation is that BOTH Germany and Austria are blamed, but for different reasons: Germany for lacking any proper policy or competent leadership in the crisis of 1914, and Austria for being determined on war without any adequate justification. Showing complete understanding of the Interpretation will involve discussion of both these aspects. The interpretation focuses on the failures of German policy – acts of omission rather than commission – brought about by the inadequacies of the German leaders. The argument implies that, although Austrian actions brought about war, it was German inaction that allowed this to occur. L6 answers will explain the culpability of both nations. L5 answers will see both are blamed but will only explain one in relation to the main interpretation. L4 answers will argue that either Austria OR Germany is blamed, with explanation. L3 answers will argue some other cause(s), or Austria/Germany, but without explanation from the main interpretation. Glossary: Early post- First World War interpretations tended to blame Germany, but quickly a reaction against this occurred, with a variety of interpretations blaming other nations. This may be termed revisionism. The turning point in the historiography was Fischer's work of the early 1960s which went back to blaming Germany – sometimes known as anti-revisionism. Since then there has been a vast variety of interpretations, looking at the importance of culture, individuals, contingent factors etc, with no clear consensus, though most historians would still place a significant burden of responsibility on Germany.	**40**

Question	Answer	Marks
2	**The Holocaust** **Interpretation/Approach** The Key Question to be addressed is 'Why did the Holocaust occur?' The main interpretation is that the Final Solution was driven by a virulent hatred of Jews, and the war merely allowed the Nazis to carry out a genocide that they already intended. Showing complete understanding of the Interpretation will involve discussion of both these aspects. The historian clearly favours the intentionalist approach, dismissing the tendency of structuralists to focus on the 'how' of genocide rather than the 'why'. Though the influence of war is accepted, it is only to permit the Nazis to do what they wished to do anyway. There is no functionalist argument that genocide was an ad hoc reaction to the contingencies of war. The rejection of arguments relating to emigration plans is also an implicit rejection of functionalism. Thus to achieve L5/L6, the only acceptable label will be intentionalism. Synthesis arguments that include explanation of the intentionalism in the main interpretation will be L4. Arguments for structuralism or functionalism being the approach will be L3 at best. Glossary: Candidates may use some/all of the following terms: *Intentionalism* – interpretations which assume that Hitler/the Nazis planned to exterminate the Jews from the start. *Structuralism* - interpretations which argue that it was the nature of the Nazi state that produced genocide. There was no coherent plan but the chaotic competition for Hitler's approval between different elements of the leadership produced a situation in which genocide could occur. *Functionalism* sees the Holocaust as an unplanned, ad hoc response to wartime developments in Eastern Europe, when Germany conquered areas with large Jewish populations. Candidates may also refer to *synthesis* interpretations, i.e. interpretations which show characteristics of more than one of the above. What counts is how appropriate the use of this kind of terminology is in relation to the extract, and how effectively the extract can be used to support it.	**40**

Question	Answer	Marks
3	**The Origins and Development of the Cold War** **Interpretation/Approach** The Key Question to be addressed is 'Who (or what) was to blame for the Cold War?' The main interpretation is that Stalin exploited the Cold War for his own internal purposes (i.e., that his deliberate exploitation of the Cold War is in itself blameworthy), and was therefore responsible for the continuation/intensification of the Cold War. Showing complete understanding of the Interpretation will involve discussion of both these aspects. This is an interpretation that focuses on Stalin, and argues that he welcomed the opportunities the Cold War provided for reasserting his personal rule in the Soviet Union. By implication, he is blamed for the tensions with the West, which he is shown as deliberately manipulating. The opening paragraph, which talks about a general, background explanation of the Cold War, must not be taken as the main focus of the interpretation. Using it to argue that the interpretation is post-revisionist will not be acceptable as a treatment of the main message. The most plausible label is post-post-revisionist – focus on Stalin, implied use of Soviet sources, blame on Stalin – as there is no developed focus on Stalin as a traditional expansionist. No other label will work at L5/L6. Post-revisionism could work at L4 with proper explanation of a part of the main interpretation. Traditional/orthodox cannot be allowed into L5/L6 but supported from the main interpretation would be L4. L3 answers will not be able to explain either aspect of the main interpretation, regardless of any 'label' used. Glossary: *Traditional/Orthodox* interpretations of the Cold War were generally produced early after the Second World War. They blame the Soviet Union and Stalin's expansionism for the Cold War. *Revisionist* historians challenged this view and shifted more of the focus onto the United States, generally through an economic approach which stressed the alleged aim of the US to establish its economic dominance over Europe. *Post-revisionists* moved towards a more balanced view in which elements of blame were attached to both sides. Since the opening of the Soviet archives post-1990 there has been a shift to attributing prime responsibility to Stalin – a *post-post-revisionist* stance which often seems very close to the traditional view, but which often places great importance on ideology. What counts is how appropriate the use of this kind of terminology is in relation to the extract, and how effectively the extract can be used to support it.	**40**