Cambridge Assessment International Education

Cambridge International AS & A Level

HISTORY **9489/11**

Paper 1 **October/November 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.

Please note, sentences in italics are intended as examples of evaluation.

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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**

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 Sources A and B. To what extent do these sources agree about the attitude of other powers towards Prussia?** Indicative content **Similarities include:** • Both sources show concern about the growing power of Prussia. Source A talks about 'abusing' the power of the needle gun and Source B about 'violation'. • Both sources have some fear of Prussia's motives. The last sentence of B sums up the message of A – Prussia is a menace to legitimate states. **Differences include:** • In Source A, France is possibly frightened by the apparent military strength of Prussia whereas Source B is annoyed that there hasn't been a war which would be a legitimate way to take over a state. • The author of Source B is perhaps hopeful that B something might be done to restore his rights – praying for support from all powers. However, Source A sees the expansion of Prussia as inevitable. **Explanation** *The similarity between these sources can be explained by reference to contextual knowledge. In Source A the French are watching Prussia expansion with great concern. France had remained neutral in the war and Napoleon III had hoped that he would be able to broker a peace treaty between Austria and Prussia to his own advantage. However, the speed with which Prussia defeated Austria destroyed his hopes and his offer to mediate following the Battle of Sadowa was refused by Bismarck. The cartoon could suggest the French were already concerned that they would be Bismarck's next target. Source B expands on the issue of the defeat of Austria by showing the point of view of the King of Hanover. His territory has been annexed because of his support for Austria. This was enshrined in the Treaty of Prague between Prussia and Austria which was agreed in July 1866. There is a difference in viewpoint as well. In Source B the King of Hanover writes to Bismarck, suggesting that other powers would come to his aid over the injustice he has suffered. Source A, however, suggests there is an inevitability in Bismarck's success and the German states are powerless to resist the growth of Prussian influence.* Accept any other valid responses.	**15**

Question	Answer	Marks
1(b)	**Read all of the sources. 'Bismarck was motivated more by Prussian than German interests.' How far do the sources support this claim?** Indicative content **Support** Source A: The cartoon shows Bismarck stitching the German states together. His helmet is a key symbol of military power, suggesting that Prussia dominates and drives the process of unification forward. Source B: The source suggests Prussian interests dominate. The German states are protesting their takeover and are at odds with Prussian aims to the extent that the King of Hanover calls for external support. Source C: In this source Bismarck is pushing unification, it could be argued that he has his own interests at heart. **Challenge** Source C: Bismarck wants unity between the German states and encourages the South German states to join with Prussia. He is interested in German security and wants unity to protect that. The emphasis is on mutual benefit. Source D: Bismarck is trying to persuade the Crown Prince that Prussia is acting in Germany's best interests. The German people will be brought together as a 'single German commonwealth'. **Evaluation** Source A: *is a French cartoon and therefore it is not surprising that this is an unflattering portrayal of Bismarck. The French were already concerned for their own safety against Prussia. Napoleon III had hoped to make territorial gains from the Austro-Prussian War.* Source *B: The King of Hanover is furious that the North German states which fought on the same side as Austria have been annexed by Prussia without consultation. The King was driven out and his fortune confiscated. The source is a reliable account of his own feelings about what happened but he was not justified in his claim that other states would come to his aid.*	**25**

Question	Answer	Marks
1(b)	Source C: *The audience might lead candidates to question the validity of the source. Although much of what Bismarck says about the northern states can be backed up by Source B, here he is trying to win over the southern states by promising a less stringent form of union. His motives may be to prevent the southern states from realigning with Austria.* Source D: *Bismarck is trying to win over the Crown Prince to his policy. Despite fighting in Prussian wars, the Prince was opposed to many of Bismarck's policies and here Bismarck is trying to encourage him to see that Bismarck really does have German interests at heart.* Accept any other valid responses.	

Question	Answer	Marks
2(a)	**Read Sources B and C. To what extent do these sources agree about the impact of the annexation of Texas on slavery?** Indicative content **Similarities include:** • Both accept that the South thinks it will benefit from annexation of Texas: Source B 'it is said in the South that one of the effects of annexing Texas will be an increase in the relative strength of the slave states' and Source C saying that the bill to annex Texas 'seized the whole of Texas for the sole benefit of the South'. **Differences include:** • Source B says that Northern supporters of annexation do so because they think it will have the impact of weakening slavery because three-quarters of Texas is not suitable for slave labour whereas Source C maintains that annexation will strengthen the position of slaveholding states. • Source B argues that in the long term, the South will not benefit from annexation, Source C the opposite. Source B's reference to political suicide presumably refers to the South as 'three states without slaves' will tip the constitutional balance against the South. Source C, however, argues that the constitutional balance will tip in favour of the South. **Explanation** *Both are taken from contemporary newspapers. Though the provenance of both sources shows they are from the South, Source B is from a Deep South state, Source C from a border state. A further point to note for consideration is that Source C is reporting from another newspaper. The key point of interpretation here is that a Southern Whig newspaper is quoting a Northern Democratic source. Presumably the latter's arguments that annexation has huge consequences for the future of the United States is also held by Source C. It shows the Democrats to be divided over annexation, thus confirming the main point of Source B.* Accept any other valid responses.	**15**

Question	Answer	Marks
2(b)	**Read all of the sources. 'Americans supported the annexation of Texas.' How far do the sources support this view?** Indicative content **Support** Source A: supports this assertion. It argues that the annexation of Texas would increase national wealth and trade as well as improve the conditions of slaves by ensuring their redistribution of slaves from the border slave states to Texas. Source B: can also be seen as supporting the assertion. It shows how people in both North and South support annexation, even though they have contradictory reasons for doing so. It provides no evidence of Americans challenging the assertion. It is possible to see Source B as challenging the assertion in that the phrase 'the friends of annexation' implies there are enemies as well. No explicit evidence for such an interpretation is offered, though. **Challenge** Source C: challenges the assertion. It quotes a New York newspaper as arguing against annexation of Texas because it is a fraud achieved by the abuse of power which benefits the South and threatens the unity of the United States. Source D: challenges the assertion**.** Daniel Webster, a leading Northern politician, develops several arguments against annexation: opposition to the expansion of the United States in general; the consequences of annexation for the balance between the two chambers of the US Congress. **Evaluation** *Source A: is taken from a New York newspaper at a time when the annexation of Texas was a live issue. Given that annexation was usually seen as benefiting the South, this source challenges conventional interpretations about the sectional division of the* United States*. Its unconventional position is reinforced by its argument concerning the impact of annexation on the condition of slaves in the border states. If this redistribution of slaves were to happen, then presumably the position of slavery in the border states would be weakened. This unorthodox analysis might address the concerns of most New Yorkers that annexation would strengthen slavery.* *Source B: is published in a southern newspaper at a time when annexation was still an open issue and before the 1844 presidential election. It warns its readers that the argument for annexation supported in the North threatens the South with 'political suicide'. The source is not opposed to annexation – it is opposed to the northern model. Candidates may recognise that the source is a useful exposition of different attitudes, expressed in a reasoned manner.*	**25**

Question	Answer	Marks
2(b)	*Source C: is an extract from a Northern newspaper published in a Southern newspaper after the 1844 Presidential election. The Maryland newspaper compliments its New York source for its bold denunciation of annexation. However, Maryland was a border slave-owning state and may have selected the arguments about enhancing the power of the south to appeal to its readers.* *Source D: is a public speech by a northern politician. It is trying to influence either fellow Senators or the American public and candidates make consider the impact of this purpose on the validity of its content. The argument about the balance of the US Congress is unconvincing when applied to Texas; a state the size of Texas would soon have more than 50 000 inhabitants.* Accept any other valid responses.	

Question	Answer	Marks
3(a)	**Compare and contrast Sources A and D as evidence about the impact of the Great Depression.** Indicative content **Similarities include:** • Both sources specify a great increase in unemployment. • Both sources recognise that the middle class has been badly affected. • Both sources show the Depression as creating the conditions which Hitler could exploit. In Source A he promises to reorganise the national economy, and in Source D the increasing 'influence of the Nazi Party' is directly linked to the crisis. **Differences include:** • In Source A, Hitler clearly sees the Depression as an opportunity for himself and for the German people as he intends to 'restore their rights'. Source D, however, sees the impact of the Depression as a threat. • Source D is more detailed and much more negative about the impact, seeing the Depression as having led to Germans following 'Hitler in his hates and revenges'; Source A is confident and positive, speaking of the National Government's 'great task'. **Explanation** *Hitler's speech in Source A is an attempt to appeal to the German people in ways which are noted and analysed by the journalist in Source D. The evidence for the impact of the Depression is thus strengthened, though Hitler's more nationalistic priorities are also clear, and Source D indicates that the Nazis used these to manipulate the electorate. Hitler has motives to link economic suffering to the injustice of Versailles, and to present himself as a leader who can challenge this. The journalist seeks to show that the main reason Germans chose Nazi deputies was economic desperation.* Accept any other valid responses.	**15**

Question	Answer	Marks
3(b)	**How far do the sources support the view that Hitler's rise to power created a threat to international peace?** Indicative content **Support** Source A: supports the view as there is a repeated emphasis on the need to challenge the 1919 settlement, not only on economic grounds, but to assert 'our people's right and the regaining of their freedom', which could be a reference to German speakers in neighbouring countries, and by rearming. Source B: supports the view. Hitler's priority is rearmament, and economic considerations can be seen as secondary. He links rearmament to 'Germany's position in the world', showing he is a threat to future peace. Source D: supports the view. It refers to the Nazi Party's 'violent appeal for revenge', and sees its influence as exploiting the economic misery of the German people to encourage an aggressive attitude. The interpretation of German hardship was 'distorted'. **Challenge** Source A: challenges the view in Hitler's claims that peace is a priority, and mutual disarmament would be the best outcome. Source B: could be used to challenge the view as the drive for rearmament could be argued as an economic necessity. Source C: challenges the view, maintaining that Hitler's 'inflammatory statements' are only a device to strengthen domestic support, particularly from more conservative Germans, and thus do not mean he represents any threat to international peace. However, with hindsight, the reference to 'Germany's mission to expand in the East' confirms the true danger. **Evaluation** *Source A: Contextual knowledge and cross-reference with Source B both make the support points more convincing. On the challenge side, Hitler naturally wishes to present himself to the German electorate and the international community as reasonable in the revisions of Versailles which he requires; he would continue to this throughout the 1930s and thus divide and weaken the opposition. He used the argument that Germany was the only nation which was compelled to limit its armed forces after the First World War.* *Source B: Hitler's real concerns are evident here, in a confidential meeting only a week after the speech in Source A. There is evidence that he had longstanding aggressive intentions. However, rearmament is partly shown as a response to unemployment.*	**25**

Question	Answer	Marks
3(b)	*Source C: The diplomat argues that Hitler's statements are empty threats, designed to please his own followers and keep onboard those who might be alienated by the Nazis racial policies. US Congress was strongly isolationist and shared the hope that peace would prevail. Candidates could consider the timing of this source and discuss whether Hitler intended war at this time.* *Source D: The author has the benefit of hindsight and can see how the election of the Nazis eventually led to war. He witnessed these events and is clear in blaming the manipulation by a minority for creating the aggressive climate.* Accept any other valid responses.	