Cambridge Assessment International Education

Cambridge International AS & A Level

HISTORY **9489/11**

Paper 1 Document Question **October/November 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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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 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	Mark
1(a)	**Read Sources A and C. How far do Sources A and C agree about the Tsar's attitude towards the granting of the October Manifesto?** Indicative content **Similarities include:** • In both sources Nicholas seems supportive of the idea that some freedoms should be given to the people such as freedom of speech and civil rights. • Both sources show Nicholas being concerned about the bloodshed in Russia. In Source A he wants to end the disturbances and restore order. In Source C he realises that using force to quell the rebellion will cause more bloodshed and he rejects this. • Nicholas seems keen to protect the greater good of Russia. In Source A he is concerned to end the riots as they may be dangerous to the Empire. In Source C, he wants to lead Russia out of 'considerable chaos'. **Differences include:** • Nicholas' attitude is different in each of the sources. In Source A he is sorrowful and paternalistic. He is keen to find a solution to help his people and bring peace. In Source C he seems to have seriously considered the option of using force to quell the disturbances. • Source A suggests that it is Nicholas' own idea to bring an end to the violence and grant freedom to his people. However, in Source C it is clear he is hesitant and was persuaded to issue the October Manifesto by Witte, among others. **Explanation** *Candidates could consider the different purpose of these documents as a reason for their differences. Source A is from the beginning of the manifesto and is likely to reflect Nicholas II attempting to re-establish his reputation as the 'Little Father' of the nation. The Manifesto was issued to stem the tide of violence sweeping across Russia. Source B is a more candid account written to his mother with no need to win over the support of the people as in Source A. References to Witte could be explained. Candidates could reference the Fundamental Laws which were passed in 1906 which undermined the Duma. This might be used to explain his reluctance in Source C.* *Contextual knowledge could be used to explain the increasing violence throughout 1905 and the increasing pressure on the Tsar to act. For example, the Tsar's reference to 'honest Trepov' in Source B could be related back to Trepov's previous heavy-handed dealings with demonstrators.* Accept any other valid responses.	**15**

Question	Answer	Mark
1(b)	**Read <u>all</u> of the sources. How far do these sources agree that the Russian people would benefit from the October Manifesto?** Indicative content **Support** • Source A: suggests that the people will be granted freedoms and that the Tsar is going to ensure that this happens. The people are referred to as 'citizens' which suggests that they have rights (rather than being subjects). They will also benefit from the prevention of 'disorders and lawlessness'. • Source C: promises free speech, free press and a constitution which would limit autocratic power. There is also the idea of popular support and some government support for reform which makes it seem more likely that there will be change which will benefit the people. **Challenge** • Source B: Trotsky tears up the Manifesto saying that the promises which it makes are a sham. There will be a freedom of speech – but censorship is still in place and so speech will still be restricted. He predicts that the 'freedoms' granted will be taken away. • Source D: this cartoon suggests the only person who will benefit is Nicholas himself. He stays safe within a barbed wire fence while the people are left outside angrily shaking their fists. The ideas of a Duma and an Amnesty are shown as bubbles which the Tsar blows from his pipe. This implies that the promises will burst like bubbles and have no substance. **Evaluation** *Source A is from the Manifesto – it is a statement of intent in an official document and its purpose was to mollify the people. Its reliability (and hence weight as evidence) can be challenged.* *Source B could be evaluated using knowledge of Trotsky's position (allow reference to the Fundamental Laws which proved Trotsky's assessment of the situation to be correct – although that wasn't known at the time.)* *Contextual knowledge could be used to explain the references to Witte and Trepov in Source C. Trepov was the Minister of the Interior who remarked that bullets shouldn't be spared when dealing the events of Bloody Sunday and subsequent strikes and demonstrations. Although the Tsar gave in to demands for a Constitution, repression was not far from his mind.* *Contextual knowledge could be used to evaluate Source D. The source is from Germany rather than Russia and is an outsider's view of the situation. However, as with Source B, the claims made by this source proved to be accurate.* Accept any other valid responses.	**25**

Question	Answer	Mark
2(a)	**Read Sources A and B. Compare and contrast these sources as evidence about the role of officers within the Freedmen's Bureau.** Indicative content **Similarities include:** • Both sources suggest that the officers were not capable of carrying out their role. Source A suggests that the officers lacked ability, being more enthusiastic than able. Source B's comment about 'too little sound judgement' mirrors the point in Source A about a lack of ability. • There is some positive comment on the role of the officers in both sources. In Source A the officers have delivered 'some good services'. In Source B there is the idea that most officers were trying to be kind to the freedmen. **Differences include:** • The sources differ in whether the officers fulfilled a useful role. Source A suggests that things would have been a lot worse without the Bureau and that it has stopped the South falling into 'chaos'. Source B is less positive, accusing the officers of going south to 'encourage disunion'. • The role of the officers towards the freedmen is also portrayed differently. In Source B officers were prejudiced and biased against the southern whites. They encouraged the freed slaves to think they were above the law, in contrast to Source A's reference to 'unrealistic expectations'. **Explanation:** *Source A was written by Republican and a General to the President Schurz conducted a fact-finding tour of the South for President Johnson with whom he disagreed. He would perhaps try and emphasise the good work that the Bureau was doing. Also, as the Army was supposedly working to assist the Bureau, and was responsible for assisting it, it might well have reflected badly on an army general if the Bureau's officers were seen to be failing. Contextual knowledge would suggest that his report is not inaccurate, but possibly one sided. This might help to explain the differences between Sources A and B. Source B written by an employee of the Bureau to Congress. While he probably had less reason to put a gloss on any failings than the author or Source A, it is possible that as the man responsible for the failings of the Bureau in Louisiana, he might just be putting the blame on the officers he was in charge of. Contextual knowledge would suggest that there are sweeping generalisations here, and it reflects the views of the opposition, southern, press rather accurately.* Accept any other valid responses.	**15**

Question	Answer	Mark
2(b)	**Read <u>all</u> of the sources. 'The Freedmen's Bureau was a failure.' How far do these sources support this view?** Indicative content **Support** • Source A: argues the work of the Bureau was 'incomplete' and there has been some incompetence from the officers. • Source B:the Bureau engendered hatred and failed to bring about the 'understanding and respect'. Freedmen were encouraged to believe that they were 'above the law' and 'the confidence that should exist between planters and workmen' was destroyed. • Source C: the work of the Bureau may have fallen into the hands of the 'incompetent' • Source D: the colonisation experiment has clearly failed, despite the huge effort put into it as well as the costs. The scheme is described as 'impractical' and mismanaged. Both the concept of the Bureau and its implementation were evidently flawed. **Challenge** • Source C: sees the Bureau as a necessity and that thousands would have died without it. It stresses that it will be important until at least 1867. • Source A: things would have been much worse had the Bureau not been introduced and that 'no other agency could have prevented Southern society from falling into chaos.' **Evaluation** *Source A: Republican General Schurz conducted a fact-finding tour of the South for President Johnson with whom he disagreed. Given the hostility aroused by the Bureau, in parts of the press as well as the South, he perhaps tries to emphasise the good work of the Bureau. As the Army was responsible for assisting the Bureau, it might have reflected badly on a general if the Bureau's officers were seen to be failing.* *Source B written by an employee of the Bureau to Congress. As the man responsible for the failings of the Bureau in Louisiana, he might be putting the blame on the officers he oversaw. This might detract from the reliability of this source as evidence.* *Source C is quite balanced and deals with the main criticisms of the Bureau. Contextual knowledge would suggest this is a valid source, particularly when it suggests that the Bureau and its work should be seen as essentially short-term measures to deal with the current crisis.* *Source D: Contextual knowledge can be used to support what the author says and this could be seen to add weight to the argument that the Bureau failed.* Accept any other valid responses.	**25**

Question	Answer	Mark
3(a)	**Read Sources A and C. Compare and contrast Sources A and C as evidence about Japan's economy.** Indicative content **Similarities include** • Both sources show there are challenges to the economy. In Source A, the impact of the Depression and costs of Manchuria are shown, and Source C refers to 'tariff barriers.' • Both sources make the link with Japan's poor relations with foreign powers. In Source A, 'money cannot be obtained from abroad', and in Source C 'foreign powers are trying to exclude Japanese goods'. **Differences include:** • Source A shows the 'serious' difficulties faced by Japan and gives some detail of the various issues. Source C is positive about Japan's 'economic power'. • Source A claims militarism, in terms of the cost of 'the Manchurian venture', is making the economic situation worse. Source C argues that Japan's foreign policy is strengthening the economy, as Japan's isolation stimulates 'greater activity and advance'. • In Source C, the author gives economic reasons for the need to expand into Manchuria. However, the author of Source A sees this as 'unlikely to bring economic advantage'. **Explanation** *Both sources show the effects of Japan's expansion on the economy, and international opposition to this. The differences arise both from the dates, and from the authors' different perspectives. Japan was badly affected by the Depression, and the American's account can be backed by other evidence – Japan's gross national product shrunk by around twenty per cent and agriculture prices declined by 45 per cent between 1929 and 1931.* *There was some recovery by the mid-1930s when Source C was written. However, the US ambassador is motivated to protect the reputation of the US, which was being blamed by Japan for imposing restrictions on exports and emigration, and thus for creating the pressure to expand into Manchuria. Here, the ambassador is claiming that the advance into Manchuria was not bringing the hoped-for benefits, which may vindicate the American view. The Japanese industrialist, in contrast, has clear motives to claim that the hostility of western powers was both unjustified and not achieving their aims.* Accept any other valid responses.	**15**

Question	Answer	Mark
3(b)	**Read all of the sources. How far do the sources support the view that Japanese militarism created a threat to international peace?** Indicative content **Support** • Source A: the US ambassador writes about the pressure from the 'hot-headed military clique', which would 'welcome war'. There is an allegation that this was partly to distract the population from economic hardship by stirring up 'nationalistic frenzy'. • Source B: the war minister glorifies the army, and claims its actions are to restore Japan's reputation as 'it is necessary for us to stand up and fight to the last'. • Source C: references to 'national power', the identification of Japan's position with that of Hitler's Germany, criticism of 'foreign powers' and the League indicate a threat. **Challenge** • Source B: claims that Japan's intention is to create 'a realm of peace and prosperity'. • Source C: the claim that 'Japan does not seek war' could be seen as a challenge. It asserts that 'alliance between Japan, the Soviet Union and Germany' is for the 'prevention of war'. • Source D: Tojo claims that Japan was working 'to restore peace and stability'. He blames the Chinese for the long duration of the war and argues that the outbreak of war with the western allies was entirely their fault. **Evaluation** *Source A – Contextual knowledge and cross-reference with Source B both make Source A seem reliable. The ambassador is interested in the relations between Japan and US but had direct knowledge of the developments and was motivated to be as accurate as possible in his reports.* *Source B is a propaganda film which may indicate that there were some who did not support this view. The idealised depiction of the army and of their proposals to create 'a paradise' in 'Manchukuo' reflect the nationalistic rhetoric of the militarists at the time and are not convincing evidence of peaceful intentions. Contextual knowledge could be used to challenge this view.* *Source C shows that right-wing civilians identified with the aims of the army by 1934 and saw Japan's economic issues as imposed on them by hostile western powers.* *In Source D, Tojo was motivated to minimise the threat posed by Japan, to blame other countries and to avoid responsibility for the outbreak of war. Contextual knowledge of how the war started and developed, and Japan's role in provoking that war, can be used to challenge the view he puts forward.* Accept any other valid responses.	**25**

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