Cambridge Assessment International Education

Cambridge International AS & A Level

HISTORY **9489/12**

Paper 1 Document Question **October/November 2023**

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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General levels of response

Process for awarding marks:

- Markers review the answer against the AO4 marking criteria, and award a mark according to these criteria.
- Generally, the subsequent mark awarded for AO1 will be the same level. In exceptional cases, markers could award marks in different levels for the two AOs. This is because the ability to recall, select and deploy relevant historical material will be central to any effective analysis and evaluation of the interpretation.
- Responses that focus on contextual knowledge without reference to the interpretation cannot be rewarded.

Underlining is used in this mark scheme to indicate the main interpretation of the extracts.

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AO4	**Analyse and evaluate how aspects of the past have been interpreted and represented.**	**Marks**
Level 6	• Responses use the extract in a detailed and accurate manner and demonstrate a complete understanding of the interpretation and of the approach(es) used by the historian in reaching this interpretation. • These responses explain all elements of the historian's interpretation.	**18–20**
Level 5	• Responses use the extract in a detailed and accurate manner and demonstrate a sound understanding of the interpretation and of the approach(es) used by the historian in reaching this interpretation. • These responses engage with elements of the historian's interpretation, but without explaining it as a whole – they are consistent and accurate, but not complete and may cover less important sub-messages.	**15–17**
Level 4	• Responses use the extract, but only demonstrate partial understanding of the interpretation and approach(es) of the historian. • These answers identify elements of the historian's interpretation, but without adequately explaining them, typically explaining other less important message(s) as equally or more important.	**12–14**
Level 3	• Responses demonstrate understanding that the extract contains interpretations, but those explained are only sub-messages. • Responses may use a part of the extract to argue for an interpretation that is not supported by the whole of the extract, or may refer to multiple interpretations, often a different one in each paragraph.	**9–11**
Level 2	• Responses summarise the main points in the extract. • Responses focus on what the extract says, but explanations of the extract as an interpretation lack validity.	**5–8**
Level 1	• Responses include references to some aspects of the extract. • Responses may include fragments of material that are relevant to the historian's interpretation.	**1–4**
Level 0	No creditable content.	**0**

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AO1	**Recall, select and deploy historical knowledge appropriately and effectively.**	**Marks**
Level 6	Demonstrates detailed and accurate historical knowledge that is entirely relevant.	**18–20**
Level 5	Demonstrates detailed and mostly accurate historical knowledge that is mainly relevant.	**15–17**
Level 4	Demonstrates mostly relevant and accurate knowledge.	**12–14**
Level 3	Demonstrates generally accurate and relevant knowledge.	**9–11**
Level 2	Demonstrates some accurate and relevant knowledge.	**5–8**
Level 1	Demonstrates limited knowledge.	**1–4**
Level 0	Demonstrates no relevant historical knowledge.	**0**

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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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Annotation symbols

ID	ID	Valid point identified
EXP	EXP	Explanation (an explained valid point)
	Tick	Detail/evidence is used to support the point
	Plus	Balanced – Considers the other view
	?	Unclear
AN	AN	Analysis
^	^	Unsupported assertion
K	K	Knowledge
EVAL	EVAL	Evaluation
NAR	NAR	Lengthy narrative that is not answering the question
	Extendable Wavy Line	Use with other annotations to show extended issues or narrative
N/A	Highlighter	Highlight a section of text
N/A	On-page comment	Allows comments to be entered in speech bubbles on the candidate response.

Using the annotations

- Annotate using the symbols above as you read through the script.

- At the end of each question write a short on-page comment:
  - be positive – say what the candidate has done, rather than what they have not
  - reference the attributes of the level descriptor you are awarding (i.e. make sure your comment matches the mark you have given)

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Question	Answer	Marks
1(a)	**Read Sources A and D. Compare and contrast these two sources as evidence of the aims of the revolutionaries.** Indicative content **Similarities** • Both sources agree that the King should lose his position. Source A argues that he should 'answer with his head' for events and Source D says his position is not compatible with the Rights of Man and that the monarchy should be ended once and for all. • Both suggest that the aims of the revolutionaries have become more radical. Source A refers to things not being taken far enough in the first place. The terror recommended will be on a wider scale. Source D calls for an end to the monarchy, implying a more radical position. **Differences** • Differences about how the next steps should be taken. Source D is more forward looking in its aims than Source A which aims to simply remove anyone who can be considered 'counter-revolutionary'. In Source D the aim looks beyond this and proposes a more legal justification for its ideas. Source D wants to see a meritocracy where all positions are 'accessible to all members of that state.' • Methods: the way the revolutionaries hope to secure their aims is different. In Source D the revolution will be achieved by legal process and deserves 'serious debate by legislators'. However, in Source A, Marat advocates the use of terror to secure the revolution. **Explanation** *Source A was written only a year after the revolution began. At a time when the Constituent Assembly were debating a new constitution, this is a bloodthirsty response which suggests 'stupidity' on the part of the people and the Assembly. The petition by the Cordeliers was presented to the National Constituent Assembly, in the aftermath of the Flight to Varennes, when 30 000 people marched to the Assembly to support the ideas it contained. Contextual knowledge of Marat's attitude and beliefs can show why his views are more radical than those expressed in Source D. The purpose of the sources could be used to explain their differences. Source A is trying to rouse revolutionary fervour against any counter-revolutionary threat and advocates violence. The Cordeliers, presenting a petition, to the Assembly give a legal, reasoned argument about why hereditary monarchy is wrong. This was less frightening than the views expressed in A and may have won wider support.* *The similarities could be explained by use of contextual knowledge to address the idea that the revolution has somehow stalled and needs to be righted. Likewise, the determination to end the monarchy could be explained by references to the authorship of Source A and the context of Source D.* Accept any other valid responses.	**15**

Question	Answer	Marks
1(b)	**Read all the sources. 'It was the Flight to Varennes that destroyed faith in the monarchy.' How far do these sources support this view?** Indicative content **Support** Source B: This article from a radical newspaper was written just after the King's capture and return to Paris. It refers to him as a coward and deserter who has lost all trust. The source also implies that this is a widely held view and that the people in general want 'No more kings!' which means the end of the monarchy. Source C: This illustration shows how irreparably damaged the reputation of the monarchy was by the Flight to Varennes and implies that all respect for Louis had vanished. Source D: The timing of this source suggests it was influenced by the flight. **Challenge** Source A: This source challenges the view as it shows that there was already support for republican ideas in 1790. Marat talks of putting the royal family under strong guard and letting 'their heads answer for events.' Not only does he want an end to the monarchy but also sees terror as necessary to protect the revolution. Source D: Although there is some support in this source in terms of its timing, the argument presented is based on the Rights of Man which pre-date the flight to Varennes and suggest that ideas about equality and liberty which meant bringing an end to the monarchy were already popular. **Evaluation** *Source A: Candidates could use their knowledge of Marat to evaluate this source. Marat was a radical and he established a newspaper in which he criticised opponents of the Revolution and the Constituent Assembly. He became a member of the Cordeliers. His views may be considered more radical than those of most of the population.* *Source B: The newspaper which published this source had been a strong critic of the nobility and clergy until the Flight to Varennes when the radical journalist Hébert turned his wrath on the royal family instead. Although the tone and purpose of the source might be considered to weaken it as evidence, contextual knowledge of Louis' behaviour in June 1790 and the popular reaction can be used to assess the claims the source makes.* *Source C: Although this is a cartoon with a purpose of satirising the royal family it shows the depth to which their popularity had sunk. It can be cross referenced to contextual knowledge and other sources to assess how valid an interpretation of public opinion it presented.* *Source D: The source has a clear purpose in trying to persuade the Assembly to abolish the monarchy. Candidates can use their knowledge of the political clubs and the Rights of Man and the Citizen to evaluate the claims which it makes.* Accept any other valid responses.	**25**

Question	Answer	Marks
2(a)	**Read Sources A and C. Compare and contrast the views in these two sources as evidence about the Chinese Exclusion Act of 1882.** Indicative content **Similarities** • Source A says that the ruling against Chinese becoming US citizens has continued to be enforced, and Source C says that the Act succeeded in this intention. • Source A mentions that the disorder which occurred following the introduction of the Act lasted for 'some years', while Source C says that the Act 'caused an outbreak of killing and looting' and led to further outbreaks of racial hatred. • Both sources suggest that the Act caused some labour shortages, Source C specifying the food growing areas of California, while Source A mentions there were initial problems, but they were later overcome. **Differences** • Source A maintains that immigration from China has decreased, and the Act was successful in this respect. Source C says the Act failed here as many entered illegally. • Source A says the Act did not harm the relationship between the United States and China, while Source C says that it angered the Chinese Government and people and helped fuel the Boxer rising later. • Source A suggests that there has been no violation of any constitutional principles by the introduction of the Act, while Source C says it 'violated the very principles on which the United States was founded'. **Explanation** *Source A comes from a speech by a member of Congress who clearly is a strong supporter of the 1882 Act and is arguing for its further extension. He is highlighting what he sees as its advantages and appealing to the many who supported this Act, as well as further limitations on any type of immigration into the United States. The fact that Chinese immigrants had no voting rights at either local or national level might be factors which influenced him.* *Source C comes from the recollections of a Chinese immigrant who had lived and worked through the whole anti-immigrant era of the late 19th century and suffered directly from the Act itself. For example, in 1893 there were riots in California and Fresno and Riverside both expelled their Chinese populations. In California restrictions were extended (The Geary Act, 1892) requiring a resident permit to be carried at all times.* Accept any other valid responses.	**15**

Question	Answer	Marks
2(b)	**Read all the sources. 'Americans were positive about immigration.' How far do these sources support this view?** Indicative content **Support** • In Source B Uncle Sam seems more favourable to immigration with his reference to 'he brings in brawn and muscle', almost certainly a reminder that it was largely cheap immigrant labour the built the many US railroads, worked the mines, created the great fruit and vegetable industries in California and manned the steel mills on the East. • Source C suggests that initially the attitude towards Chinese immigrants was positive as their labour was needed and the willingness of the immigrant to do the sort of jobs that more established Americans would not do. The reference to the 'we were seen as law-abiding citizens who contributed much' shows a positive attitude. • Source D presents a positive view of immigrants saying they are needed to fill job shortages and help the economy. **Challenge** • Source A argues that the US is right to exclude people from 'such an alien culture'. While he does suggest that there might have been a case for some immigration in the past, it no longer exists. While he does concede that there might be a case for a little in the future, depending on both need and conformity, he is largely hostile with the references to 'the unemployable', 'the undesirable' and the 'dumping ground'. • Source B is largely negative towards immigration. Although the actual image of the immigrant is not particularly unfavourable, most of the comments are hostile. There are comments such as 'he is a menace', 'he cheapens my labour', 'he brings in disease'. Some are more neutral, with 'he is a puzzle to me' and 'he votes for me', but that may well be a criticism of the way in which the city 'bosses' used the immigrant vote to their advantage. • Source C does suggest however that attitudes changed after the Chinese Exclusion Act was passed and that initially immigration was welcomed, and this attitude then changed, and also that other nationalities were not to be welcomed e.g. the Irish.	**25**

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Question	Answer	Marks
2(b)	**Evaluation** *Source A is clearly arguing a case and is likely to have been a congressman from an area which was not dominated by recent immigrants.* *Source B: Compared with some cartoons, this is less hostile than many, but it does reflect many of the concerns that were raised throughout America by the anti-immigrant forces in the latter part of the 19th and early 20th century.* *Source C: Contextual knowledge would indicate that this is a reliable source which accurately portrays what happened to immigrants, and the Chinese in particular, in the later years of the 19th and the earlier part of the 20th centuries.* *Source D: There was not the shortage of labour by the time this pamphlet was written. There had been in the past. The point about skilled workers is a valid one, but not in all the industries that the writer suggests.* Accept any other valid responses.	

Question	Answer	Marks
3(a)	**Read Sources B and C. Compare and contrast these two sources as evidence about the sinking of the Maine.** Indicative content **Similarities** • Both sources identify the cause as an explosion and indicate the tragic loss of life. • Both show that the culprit is not yet clear: In Source B 'guesswork is pointless' and Source C concedes that 'responsibility remains to be decided'. • Both indicate that some might blame the Spanish government. **Differences** • Source B suggests that 'the disaster could have been caused by accident' and gives detail of the explosives carried by the Maine. This contrast with Source C as it asserts the destruction of the Maine was caused by an exterior explosion, that of 'a submarine mine'. • Source B states that the wreck needs to be inspected to discover how it sank, while in Source C the 'Naval Court of Inquiry' has already made some judgements. • There is some disagreement on the exact number of casualties. **Explanation** *The differences can partly be ascribed to the later date of Source C. The McKinley administration's naval board of inquiry to study the cause of the blast reported its findings on March 21, so this was after the publication of Source B. Also, two officers and 250 enlisted men were killed immediately, but the death toll increased as fourteen of the injured later died.* *There is also McKinley's motivation to present the sinking of the Maine as a hostile attack, to justify action against Spain, as against the more balanced view of the New York Times.* *The cause of the explosion is still in doubt – various investigations have produced contrasting verdicts. The fact that other US ships had experienced spontaneous combustion of coal in bunkers, and that many ships, including the Maine, had coal bunkers located next to magazines that stored ammunition, gun shells, and gunpowder, as suggested by the New York Times, was not acknowledged by the Naval Court of Inquiry.* Accept any other valid responses.	**15**

Question	Answer	Marks
3(b)	**Read all the sources. How far do these sources support the view that US intervention in Cuba was provoked by Spanish actions?** Indicative content **Support** • Source A: This very emotive editorial instances numerous provocations by the Spanish, from mistreatment of Cubans, 'the victims of Spanish outrages', to assaults on US citizens 'in violation of the honour of the United States'. • Source C: McKinley asserts that the Maine was sunk deliberately and while not going so far as to directly blame Spain, sees it as proof of a lack of determination to 'assure safety to an American ship in the harbour of Havana on a mission of peace'. He also sums up 'grounds for intervention in Cuba' as first the 'horrible miseries' caused by Spanish treatment of Cubans, as well as two ways in which US interests are threatened by Spanish actions. **Challenge** • Source B: It reports the loss of the *Maine* in Habana harbour but maintains 'Nobody is so foolish to believe that the *Maine* was destroyed by Spaniards with the knowledge of their government' as the tense situation would mean that Spain would be motivated to 'carefully protect a ship of our navy visiting its waters'. • Source D: The Senator is mainly interested in the prospects for economic gain offered by US control of Cuba. He does refer to the prospect of 'a government of law' which will replace 'the reign of anarchy and tyranny', but only in terms of a more successful exploitation of Cuban resources. Underlying all this is the concept of America's manifest destiny: 'Fellow Americans, we are God's chosen people'.	**25**

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Question	Answer	Marks
3(b)	**Evaluation** *Source A shows the role of the Yellow Press. Proprietors William Randolph Hearst and Joseph Pulitzer were well known for pushing for US military action after the sinking of the Maine, but this demonstrates that their newspapers were already full of jingoistic fervour in 1897. Cruel behaviour by the Spanish in Cuba was well-documented, but US intervention won support for a range of reasons.* *Source B demonstrates the divergent opinions in the US, and shows that Spanish provocation was not universally recognised, even after the drama of the loss of the Maine. This account seems relatively reliable in its balance. It comes from the New York Times, whose new owner had pledged in 1896 'to give the news impartially, without fear or favor, regardless of party, sect, or interests involved'.* *Source C is much more critical of Spain, as it is a justification for attacking the Spanish troops in Cuba by McKinley. He had seemed determined to avoid going to war in 1897 and did not immediately react to the sinking of the Maine, despite popular demands for action. He was under intense pressure in Congress to declare war, after several emotional speeches in the Senate during March detailed the plight of Cubans, and the increasing influence of the business community on Republicans in the House of Representatives all led to fears of defeat in the upcoming November elections. It is the threat to business interests, as well as the inhumane behaviour of Spain, that he gives as the main reasons for war in this speech.* *Source D: The speech shows minimal provocation by Spain, but indicates his enthusiasm for American expansion, rooted in a set of racial assumptions derived from social Darwinism. Connected to this is the struggle for resources, which he sees as most fruitfully exploited by American vigour. This can be linked to the influence of Mahan, who advocated increasing US naval strength to achieve great power status, and writers such as Josiah Strong, who claimed that the 'Anglo-Saxons' were destined to civilise the world.* *Taken together, the sources show the mix of motives underlying US intervention in Cuba, and the difficulty in disentangling genuine humanitarian abhorrence with Spanish behaviour from business interests and the growth of a nationalistic push for the US to acquire an empire.* Accept any other valid responses.	