Cambridge Assessment International Education

Cambridge International AS & A Level

HISTORY **9489/31**

Paper 3 Interpretations 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**

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	**The Origins of the First World War** **Interpretation/Approach** The main interpretation is that the historian blames domestic factors because (i) in pre-war Europe social change and the fear of revolution were destabilising domestic politics, and (ii) this served to intensify rising international tensions. Showing complete understanding of the Interpretation will involve discussion of both these aspects. This is an interpretation that relates international developments to their domestic political contexts and sees the fear of revolution amongst insecure social groups as an important factor in generating a more radical, aggressive approach to foreign policy. This is not an interpretation that seeks to explain 'why war in 1914' but is rather concerned with the broader domestic background that made war possible. It does not deny 'reckless brinkmanship' amongst the foreign policy actors but is focused on why they could behave in that way, rather than the effects of their actions. Glossary: Early post-WW1 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**

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Question	Answer	Marks
2	**The Holocaust** **Interpretation/Approach** The main interpretation is that the historian (i) blames Hitler for his genocidal intent, and (ii) wartime developments for the change from unplanned/ disorganised/improvised killing to genocide. Showing complete understanding of the Interpretation will involve discussion of both these aspects. The extract is clear on the point that, prior to late 1941, mass murder of the Jews had been carried out in an ad hoc manner. Whether or not Hitler had long-term genocidal intent is less clear (it 'may have been there all along'). Nonetheless, December 1941 is argued to be a turning point, after which killing all Jews became the policy aim. It seems likely that Hitler authorised a move to making genocide official policy in late 1941 (consequent on the US joining the war), and that the Wannsee Conference was about putting this policy into practice. Synthesis is the only label that can be awarded L6. Intentionalism and functionalism can reach L5 if the relevant aspect of the main interpretation is properly argued. Structuralism is not right, so L3 max. Answers claiming a synthesis of structuralism with either intentionalism or functionalism can reach L4 if there is proper explanation of the relevant aspect of the main interpretation. 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 main interpretation is that the historian blames the US (i) for mistakes made in 1945-6 that pushed the Soviets into hard-line policies, (ii) when they might otherwise have cooperated (must include awareness that the US is blameworthy for not having taken advantage of this). Showing complete understanding of the interpretation will involve discussion of both these aspects. In 1945-6 the Russians would possibly have been prepared to reach an accommodation with the West, and the Americans were responsible for this not happening. The historian believes that the Russians' main concern was security, and that US policy served to heighten these concerns, and thus brought about the imposition of Soviet totalitarian control in Eastern Europe. Whilst the historian does not exonerate the Russians, the focus of the extract is on the errors and shortcomings of US policy. The only 'label' that can work at L5 or L6 is 'revisionist'. Thinking that the historian is placing blame on the Russians is missing the point and will be L3 at best. Post-revisionist could reach L4 if US blame is properly argued. Glossary: *Traditional/Orthodox* interpretations of the Cold War were generally produced early after WW2. 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**