
HISTORY

9389/12

Paper 1

May/June 2019

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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This document consists of **16** printed pages.

PUBLISHED**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, recognising points of similarity and difference. Uses knowledge to evaluate the sources and shows good contextual awareness.	12–15
Level 3:	Compares views and identifies similarities and differences Compares the views expressed in the sources, identifying differences and similarities. Begins to explain and evaluate the views using the sources and knowledge.	8–11
Level 2:	Compares views and identifies similarities and/or differences Identifies relevant similarities or differences between views/sources and the response may be one-sided with only one aspect explained. Alternatively, both similarities and differences may be mentioned but both aspects lack development.	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 relevant comment on the sources or the issue	0

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Part(b)	Generic Levels of Response:	Marks
Level 5:	Evaluates the sources to reach a sustained judgement Answers are well focused, demonstrating a clear understanding of the sources and the question. Reaches a sustained judgement about the extent to which the sources support the statement and weighs the evidence in order to do this.	21–25
Level 4:	Evaluates the sources Demonstrates a clear understanding of the sources and the question. Begins to evaluate the material in context, considering the nature, origin and purpose of the sources in relation to the statement. At the top of this level candidates may begin to reach a judgement but this is not sustained.	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 in the question. These comments may be derived from source content or may be about the provenance/nature of the sources.	11–15
Level 2:	Uses the sources to support or challenge the statement Makes valid points from the sources to either support the statement in the question or to challenge it. These comments may be derived from source content or may be about the provenance/nature of the sources.	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 without reference to the sources.	1–5
Level 0:	No relevant comment on the sources or the issue	0

Question	Answer	Marks	Guidance
1(a)	<p>Compare and contrast the views expressed in Sources A and D of the Constitution.</p> <p>Similarities</p> <p>Source A describes the Constitution as ‘remarkable’ and refers to it as ‘this fine Constitution’. Similarly, Source D praises it as ‘a considerable advance’ and a ‘significant move’ towards achieving one nation and liberalism.</p> <p>Source A focuses on the fact that the principle of nationality underlies it all and Source D, too, sees it as a significant move towards ‘one nation’.</p> <p>Source A refers to ‘unity in the service of freedom and a unity ‘decided by the people themselves’ and Source D comments that the Constitution could lead German ‘out of fragmentation and disunity’.</p> <p>Differences</p> <p>Source A presents everything in a positive light with no criticism, while Source D contains both positive and negative points.</p> <p>Source A goes on to say that there has been ‘universal support’ for it, while Source D refers to its defects and points out in contrast that it did ‘not really represent the views of many’. Source D also begins with ‘even if it had to fail’, which recognises that despite the fact that it may have been a step in the right direction, ultimately it did not work.</p> <p>Source A sees the Constitution as bringing ‘peace, honour and freedom’ alongside meeting the political demands of the nation, whereas Source D regards it as ‘the first bright light’ which could lead Germany towards unity but points out that it has defects.</p> <p>Source A was an article in a German Liberal newspaper. As the Constitution meets the demands of the Liberals, it is bound to be enthusiastic about it and report on it positively. Source D was written four years later and takes a more dispassionate view. Baumgarten was also a Liberal and he believes it ‘may have set back our cause’, but as both a journalist and an academic he was being more analytical. The Constitution had failed by this time and he could look back at it to make an assessment.</p>	15	

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Question	Answer	Marks	Guidance
1(b)	<p>'The revolutions of 1848–49 had a positive impact on the cause of German nationalism.' How far do Sources A to D support this view?</p> <p>Source A Support: Source A praises the events of 1848 for producing a 'remarkable Constitution' which has 'universal support'. Underlying the Constitution is the principle of nationality according to the source, which suggests that it has a positive impact on German nationalism 'which is dearer to many Germans now'.</p> <p>This source is clearly from a particular perspective; it was published in a liberal newspaper before the Constitution was finally abandoned in June. The Constitution did not receive universal support as the source suggests and cannot be regarded as a reliable source. It does, however, demonstrate liberal enthusiasm for the Constitution.</p>	25	

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Question	Answer	Marks	Guidance
1(b)	<p>Source B Challenge: Engels is pessimistic in arguing that the powers that were in control before the events of 1848 are still in control and that the revolutionaries ‘have been gunned down and destroyed’, thus implying that nationalism has suffered a setback.</p> <p>Support: However, Engels writes about this being the ‘first step’ and that the aristocracy and bourgeoisie have been frightened by it. He believes that some concessions will have to be made to the nationalists and that the ‘masses will see a way forward’. Thus, a positive step had been made in the right direction.</p> <p>Engels was a socialist with communist views; as such he would believe that the masses would see a way forward. The first part of the source is undoubtedly correct as the revolution did indeed fail and he was also correct in saying that some concessions would have to be made.</p> <p>Source C: Support: He believes that the King of Prussia, by supporting the Constitution, has given some impetus to the nationalist cause which Bismarck himself opposes at this time.</p> <p>Challenge: Bismarck does say that the king has set back the cause of both Prussia and Germany, ‘possibly for ever’ which can be used to suggest challenge.</p> <p>In this instance while Bismarck firmly believed in nationalism where Prussia was concerned, he had not yet adopted the cause of German nationalism.</p> <p>When Bismarck made his speech to the German Diet, he was not a German nationalist; he believed firmly in promoting the power of Prussia; and it was only later that he changed his mind. Thus, this speech must be taken in the context of Bismarck’s views at the time.</p>		

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Question	Answer	Marks	Guidance
1(b)	<p>Source D Support: Source D believes that the Constitution had been ‘a considerable advance’ and could lead Germany away from fragmentation and disunity and that it was a significant move towards one nation. It writes of ‘the first bright light into our political dreams’. Thus, it had a positive impact.</p> <p>Challenge: The revolutions failed which set back the cause of German nationalism; there were defects in the Constitution, and it did not represent majority views. The Liberals who wrote it were criticised as inexperienced and had therefore set back the nationalist cause.</p> <p>This source was written by a liberal in 1853 when the Constitution had failed. He is optimistic though that the revolutions of 1848–49 would be a move towards one nation and subsequent years showed that concessions were made to the Liberals and that German unity and nationalism were to become realities.</p> <p>On balance the sources suggest that the revolutions had a positive impact on the cause of nationalism, but this was probably in the long rather than short term. In the short term there had been clear objections and setbacks (as shown in Source B and C), but the ‘principle of nationality’ (Source A and D) had clearly been established, which is evidenced by the fear of its detractors in Sources B and C.</p>		

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Question	Answer	Marks	Guidance
2(a)	<p>Compare and contrast the responses of Sources B and C to the publication of <i>Uncle Tom's Cabin</i>.</p> <p>Similarities</p> <p>Both sources believe the book to be inaccurate. According to the author of Source B, 'Uncle Tom's Cabin' is described 'as a most wild and unreal picture of slavery'. Source C, too, does not regard the book as 'a faithful record'.</p> <p>Both sources believe that the book will be used for wrong purposes. Source B believes the book will turn people against slavery, while Source C believes it will lose support for the abolitionist cause.</p> <p>Differences</p> <p>Source B regards the book as an attack on slavery that provides an inaccurate picture of slavery to 'those who are only too willing to think ill of it'. It will 'arouse the indignation' of those who support slavery and 'excite the fanaticism' of those who oppose it. In contrast, Source C believes that the book will lose support for the abolitionist cause maintaining that if people accept this book to be true, there would be no need to abolish slavery.</p> <p>Source B believes that the book is too negative about slavery, whilst Source C believes it paints too positive a picture.</p> <p>Source B is clearly written by an advocate of slavery. The author is anonymous but is from South Carolina, which is a slave state. The tone of the source suggests support for slavery and the author comments that people in the South will be 'hated and misunderstood'. The book will 'do infinite injury'. As the author is pro-slavery, the comments are likely to be exaggerated, but the source does give an example of how afraid the supporters of slavery were of the impact of this book. Source C is written by an abolitionist but sees the author as the enemy of the abolitionist cause because the book did not go far enough in its portrayal of slavery. It is published in 'The Liberator', an abolitionist newspaper in Boston.</p>	15	

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Question	Answer	Marks	Guidance
2(b)	<p>How far do Sources A to D support the assertion that <i>Uncle Tom's Cabin</i> advanced the abolitionist cause?</p> <p>Source A Support – from the author herself to a British politician. HBS argues that UTC has increased support for abolitionism and improved race relations in the USA.</p> <p>These claims are extravagant assertions. HBS will want to impress an admirer and enhance the reputation and impact her own work. No supporting evidence.</p> <p>Source B Support – because UTC will 'excite the fanaticism' of the abolitionists.</p> <p>Challenge – because the book will do little to further the abolitionist cause because it will divide the country, making the abolitionist goal harder to achieve.</p> <p>From a Southern source, this is fairly accurate in its assessment of the abolitionists, less so on the slavery cause, which rapidly goes beyond 'the indignation' of the South, as shown by Bloody Kansas. Thus, there is some reliability, given its origins.</p>	25	

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Question	Answer	Marks	Guidance
2(b)	<p>Source C Challenge – because UTC is seen as a book likely to cause potential supporters of abolition to turn against the cause. It argues that slavery is worse than it is portrayed in the book.</p> <p>This source is interesting in that it is published in an abolitionist newspaper by a supporter of the cause but does not rate UTC. This shows that there was a range of opinions on the effectiveness of this book.</p> <p>Source D Support – because UTC has sparked other anti-slavery books and gained support for the abolitionist cause, shifting public opinion against the slave owner and for the slave.</p> <p>The group of female emancipationists are likely to exaggerate the impact of their cause in order to try and raise more money. It is true that many abolitionist works were published after UTC, but there is no mention of many pro-slavery sources as well. Thus, the source is partial and unreliable.</p> <p>On balance the evidence to suggest that UTC advanced the abolitionist is weak. Suggestions from A, B and D suggest that people who were already abolitionist would be strengthened in their views, but B and C indicate that it unlikely to win new supporters and may even further repel those who had doubts.</p>		

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Question	Answer	Marks	Guidance
3(a)	<p>Compare and contrast Sources A and B as evidence of British politicians' opinions about the League of Nations.</p> <p>Similarities</p> <p>Both suggest that Mussolini's invasion of Abyssinia will be hard to stop. Churchill in Source A expresses doubt that Mussolini will be prevented from occupying Abyssinia, commenting that by next year 'he may be far into Abyssinia' and that it has been argued that Mussolini knows that economic sanctions won't work, otherwise he would have stopped his invasion. Source B, too, makes the point that the League failed to prevent the war between Italy and Abyssinia and failed to stop it once it had started.</p> <p>Both sources agree that sanctions will be imposed upon Italy.</p> <p>Both suggest that the British government are determined to revive the prestige of the League.</p> <p>Differences</p> <p>Source A regards the League as coming to life and 'has passed from shadow into substance' now that it is dealing with Italy, whereas Source B comments that the League 'clearly does not work'.</p> <p>Source A is very positive about the League of Nations whereas Source B is much more negative. Source A sees the imposition of economic sanctions on Italy as being successful in the long term; 'Italy will be bleeding at every pore', whereas Source B does not believe that they will have any real effect and will do more harm to the people imposing them than those who are suffering from them. In fact, according to Source B, Italy will be turned from a friend into an enemy.</p>	15	

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Question	Answer	Marks	Guidance
3(a)	<p>Churchill speaks of 50 nations together planning sanctions against Italy, whereas the British diplomat focuses on Britain, commenting on it being obsessed with the League and would regard it as ‘an irreparable misfortune’ if it were to disappear.</p> <p>Churchill was speaking in the British Parliament as a backbench MP; he was clearly happy that the League was prepared to take positive action. His main concern at this time was preventing appeasement. This speech was made before the disastrous Hoare-Laval Pact. Source B is a British diplomat and Conservative giving his view in December 1935 when it was clear that economic sanctions excluded oil, and when Hoare and Laval came up with their pact, showing that they were prepared to make concessions to Mussolini.</p>		

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Question	Answer	Marks	Guidance
3(b)	<p>How far do Sources A to D support the view that economic sanctions against Italy never had a chance of succeeding?</p> <p>Source A Challenge: Source A believes that the sanctions will make Italy suffer. The source rejects the arguments of those who believe that the sanctions will have little effect on Mussolini.</p> <p>Churchill was clearly pleased that the League was taking positive action at long last as a politician who was vehemently opposed to appeasement.</p> <p>Source B Support: Source B claims that the sanctions will not work. The author wants the sanctions to stop because he believes that they will not have any effect.</p> <p>From another Conservative politician it shows the range of views within the party and country at the time. It also shows the concern for Britain's own economic interests which underpinned much of the policy of appeasement.</p> <p>Source C Challenge: The British Ambassador is arguing that the sanctions have had a negative impact on Italy with Italy finding it difficult to finance supplies from abroad or maintain exports. It details some of the suffering that is taking place in Italy, especially around Naples.</p> <p>Support: Countries that have applied sanctions are also shown to have suffered economic loss and this contributes to the reluctance to extend the sanctions.</p>	25	

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Question	Answer	Marks	Guidance
3(b)	<p>Naples is a port in the south of Italy in an underdeveloped area. The British Ambassador is likely to be in a position to know the effects of the sanctions there. He may be motivated to show optimism about the effects of the sanctions.</p> <p>Source D Support: Litvinov suggests that ‘by economic sanctions alone it would be impossible to drive the Italian army out of Ethiopia’ and suggests that conflict was always inevitable. He does however suggest that a more prolonged application of sanctions may have been more successful, which offers some challenge.</p> <p>A Soviet view of the actions of the League. The Soviet Union hoped that the League would deter the dictators, especially in the context of the beginning of the Spanish Civil War.</p> <p>On balance, the sources suggest that sanctions did have a chance of succeeding, but they would have to be widely supported and prolonged (Sources A, C and D). However, there are suggestions from B, C and D that, given the extent of the existing support and the unwillingness of other nations to incur costs, there were severe challenges facing any sanctions regime.</p>		