CAMBRIDGE
International Education

Cambridge International AS & A Level

HISTORY **9489/13**

Paper 1 Document question **May/June 2026**

MARK SCHEME

Maximum Mark: 40

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
SEEN	Must be on all blank pages. Can be used to show rough notes have been seen
	Irrelevant material
Highlighter	Use in the text to show relevant comment / source use
On-page comment	Allows comments to be entered in speech bubbles on the candidate response, for example, Sim ID – identified sim/diff but not developed from source content
Off-page comment	Allows comments to be entered at the bottom of the RM marking window and then displayed when the associated question item is navigated to
diff	Valid difference supported with source content
sim	Valid similarity supported with source content
L0	Level 0
L1	Level 1
L2	Level 2
L3	Level 3
L4	Level 4
L5	Level 5

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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**

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Part (b)	Generic Levels of Response:	Marks
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**

Question	Answer	Marks
1(a)	**Read Source B and Source D. Compare and contrast these sources as evidence about attitudes towards continuing the war in Russia in 1918.** Indicative content **Similarities** • Both sources agree that there is an attitude that military resistance from the traditional army is no longer possible. **Source B** highlights the 'complete disintegration of the old army'. **Source D** suggests the prospect of war caused a 'panic flight' as 'very soon it became clear that there could be no military resistance'. • Both sources suggest that there are some people in Russia who are in favour of continuing the war through partisan action. **Source B** indicates that Trotsky believed that 'a revolutionary war in its first stage can only be a war fought by partisans' and in **Source D** 'even if Russia could not resist, it would wage a partisan war to the best of its ability'. **Differences** • The sources also differ **on Bolshevik attitudes towards continuing the war**. **Source B** suggests that there are Bolsheviks who favour war and think that the success of the revolution depends on continued fighting. **Source D** however, suggests that given that they promised peace, continuing to fight could be the 'ruin' of the Bolsheviks. • The sources differ **about public attitudes in Russia for the continuation of the war**. **Source B** suggests the proletariat would support the war if encouraged by the Bolshevik leaders, whereas **D** shows the middle classes are 'openly delighted' by the German advance to end the war. **Explanation** The similarities between the sources could be explained using contextual understanding. There were serious debates in Russia about whether the peace terms should be accepted or whether Russia should continue to fight. Leading Bolsheviks such as Bukharin argued that Germany would not invade and Stalin and Uritsky argued in favour of continued fighting. According to the writer of **Source D**, even Trotsky seems to think that it would be possible to launch a defence. He proposed that the peace terms should be refused and the war continued. The similarities about the state of the army could be explained in the context of the failures of the July offensive and mass desertions which were seen in 1917. The differences between the sources could be explained using both their provenance and contextual knowledge. **Source D** is written from hindsight by an experienced observer who knew what happened next whereas **Source B** was written by a group of Bolsheviks who wanted to promote revolution on a wider scale. Their focus on world revolution reflects their ideological position about how the revolution should progress. This was a significant debate between members of the Bolshevik Party and other revolutionary groups. Accept any other valid responses.	**15**

Question	Answer	Marks
1(b)	**Read all of the sources. 'Accepting the Treaty of Brest Litovsk would be a disaster for the Bolsheviks.' How far do these sources agree?** Indicative content **Support** • **Source B** supports by arguing that the conditions imposed by the treaty would be a disaster for Russia. The cities would be cut off from the food supply, the revolution would have been in vain and the proletariat left in 'worse conditions than ever'. • **Source C** also supports the idea of Brest Litovsk being a disaster, Germany is feasting on Russia because of the treaty. • **Source D** supports this idea because the Treaty is essentially a capitulation as they have to ask for 'peace **on any terms'** **Challenge** • **Source A** challenges. Although the source was written before the acceptance, it argues that if the Soviet Republic does not sign it will in effect have signed its own death warrant. • **Source D** challenges by arguing the Treaty prevented the population from being under further attack by the German army who are advancing, as it became clear there could be no military resistance and eventually the government is forced to appeal for 'peace on any terms.' The treaty also accords with the Bolshevik's peace slogan which could reinforce their power. **Evaluation** ***Source A**: is from a speech at a Bolshevik party meeting in February 1918. By this time the peace negotiations had been going on for several months only to reach stalemate. Contextual knowledge could be used to assess the weight of the evidence in the source. Lenin is desperate for Russia to leave the war and this could be explained in the context of the promises he made in April 1917. The poor state of industry and transport in Russia, and animosity towards the Bolsheviks after closing the Constituent Assembly, could also contribute to his sense of urgency.* ***Source B**: reflects the views of some Bolsheviks who were committed to international revolution and therefore argue that the war should continue in an attempt to bring socialist revolution to other parts of Europe. They are also shocked by the harsh terms of the Treaty. The harshness of these demands was due to Trotsky's refusal to accept an earlier proposal. Lenin blamed the Bolsheviks who argued in favour of fighting for the worse terms which were offered.*	**25**

Question	Answer	Marks
1(b)	***Source C**: was published in 1918 and was likely propaganda as it is a German postcard referring to the Treaty of Brest-Litovsk which was signed in March 1918. Such postcards were dropped from aircraft over Russia in an attempt to lower morale and encourage defection amongst Russian troops. The Treaty of Brest-Litovsk was a pragmatic agreement for the Bolsheviks as they were still vulnerable having assumed power in October 1917 and needed to end the war with Germany to help consolidate their position. As such Germany was able to make excessive demands which the Bolsheviks had to accept. Given the treaty ended the war with Russia, it is likely the postcard was trying to convey an anti-Bolshevik message, especially since Germany underwent its own revolution in November 1918 and was equally afraid of communism.* ***Source D**: Suggests that not signing would have been a disaster. The Bolsheviks had promised peace and candidates could use their contextual knowledge to assess the weight of the evidence by explaining the points made in the source. Also, this source was written after the Treaty of Versailles and the author knew that the terms of Brest-Litovsk had been overturned.* Accept any other valid responses.	

Question	Answer	Marks
2(a)	**Read Source B and Source D. Compare and contrast these sources as evidence about the Trent Affair.** Indicative content **Similarities include:** • Both sources agree that the events are significant and have had a propaganda impact. In **source B** 'the American hearts thrill with delight' and in **D** the British rights have been 'flagrantly disrespected'. • Both sources agree the capture/seizure of two envoys Slidell and Mason by Captain Wilkes from the *Trent.* • Both sources reference their seizure from a British ship, in **B**, the British mail ship the *Trent* and in **source D**, from the ship the *Trent* a British vessel. **Differences include:** • The sources offer contrasting interpretations over the legality of the actions of Captain Wilkes; in **source B** Wilkes 'could not be contrary to usage and law' whereas in **D**, failure to apologise would be seen as 'a departure from international law.' • The authors of both sources show contrasting attitudes about the affair: **Source B** praises it as a triumph: the envoys are 'safely caged' and Captain Wilkes acted with 'common sense'. **Source D** condemns it as illegal and insulting, which requires a full apology 'Britain must demand a full apology for it'. **Explanation** In 1861 the Davis administration decided to send two special envoys to London and Paris to secure official recognition of the South's independence. They were James Mason, a former chairman of the US Senate Foreign Relations Committee, and John Slidell, a prominent New Orleans lawyer. The two thought their passage on board the British steamship the *Trent* would be protected by international laws guaranteeing the protection of every nation's ships at sea. The differences between the sources can be explained by contextual knowledge and consideration of the purposes of the sources. Northerners applauded the seizure of the two Confederate envoys and this view is reflected in **Source B**. **Source D** represents the views of Southerners who greeted the news of the seizure with a mix of outrage and satisfaction. They were angered at the unlawful arrest but also recognised that the incident could help the South by generating support for British recognition of the Confederacy. The sources highlight the contrasting viewpoints held by the North and South. Accept any other valid responses.	**15**

Question	Answer	Marks
2(b)	**Read all the sources. 'Britain adopted a neutral standpoint during the Civil War.' How far do these sources support this view?** Indicative content **Support includes:** • **Source A** supports this viewpoint as it is the Declaration of Neutrality issued by the British Government in May 1861; it states that Britain intends to adopt 'a strict and impartial neutrality' and orders all British subjects to observe a strict neutrality. • **Source C** supports this viewpoint; it is a British cartoon what shows Mr [John] Bull (representing Britain) looking on at two figures fighting in the doorway of a cotton store; the figures represent President's Lincoln and Davies, and the caption reads that to avoid the fighting Mr Bull will take his custom to buy cotton to the Indian store, thereby not getting involved in the fight and staying neutral. • **Source D** Britain's official claim of neutrality is confirmed; the seizure of Mason and Slidell was 'a departure from international law and from its neutrality'. **Challenge includes:** • **Source B:** implies that Britain had not acted in a neutral manner by allowing the envoys to travel on one of its ships. It refers to Captain Wilkes having made the mistake of not seizing the British ship, implying that the British were harbouring traitors. • **Source D:** this challenges the view by stating that British neutrality had been violated by the seizure and that the British must now demand full atonement; failure to demand this would be represented as not respecting the rules of neutrality and would deeply offend the Confederacy. This could allow the Confederacy to declare war. **Evaluation** ***Source A****: at the start of the conflict Britain faced a dilemma as to whether it should recognise the Confederacy as a sovereign state. Lincoln's administration made it clear that the conflict was a rebellion and in May 1861 the British Government adopted a compromise, declaring neutrality and recognising the Confederacy's belligerent status.* ***Source B*** *is from a Northern newspaper published in November 1861 and strongly supports the seizure of the two Confederate envoys who were en route to London and Paris to negotiate alliances. There was a strong belief that Capt. Wilkes had acted lawfully since the envoys should not have been allowed to travel onboard a neutral vessel sailing under a British flag.*	**25**

Question	Answer	Marks
2(b)	***Source C*** *is a cartoon which appeared in the British magazine in November 1861 which illustrates that Britain relied heavily upon the Southern States for its supply of cotton, but to avoid getting involved in the fight, John Bull is considering looking for alternative supplies of cotton from colonies such as India. The South exported cotton to Britain and were consumers of British products, while the North was a competitor to Britain because of its own industrial developments. Politically, however Northerners expected British support due to the fact that this was a civil war caused by enslavement and Britain was leading international abolition efforts by banning slavery in its colonies and stopping the slave trade anywhere it could after the Slavery Abolition Act in 1833. This could be used to evaluate the British position and its political and economic reasons for neutrality.* ***Source D*** *is from a Southern newspaper published in November 1861 which strongly condemns the seizure of its envoys. It believed that British neutrality had been violated since the North had no legal right to stop neutral shipping and strongly urged Britain to seek a full apology. Palmerston's government – angered by this violation of international law – demanded an apology, and to back up the threat, the British fleet prepared for action and soldiers were sent to Canada.* Accept any other valid responses.	

Question	Answer	Marks
3(a)	**Read Source B and Source D. To what extent do these sources agree as evidence about the character of Chiang Kai-shek?** Indicative content **Similarities** • Both sources show Chiang Kai-shek was a Christian, which meant he had found 'inspiration and moral strength' (**Source B**) and 'put on an appearance of saintliness' (**Source D**). Connected qualities from each source are that he 'seemed incorruptible' and displayed 'stern purity'. • He normally showed 'self-restraint' and 'courtesy' in both sources. • Both indicate that he was able to influence others – **Source B** points to his 'skill in dealing with people' and 'forcefulness' and in **Source D**, his 'true genius lay in politics'. • Both indicate that there are some negative views. **Source B** mentions allegations 'that he has amassed a fortune', while in **Source D**, there is the comment that he 'could afford to be honest', given his privileged lifestyle. **Differences** • **Source D** has a more critical edge. He 'thought of himself as a soldier' but was 'no strategist' in military matters while in **Source B** he is presented as 'a great soldier and wise leader'. • **Source D** emphasises other negative qualities. He was 'harsh and ruthless' and could erupt in rage. **Source B** suggests he was more controlled – he was merely 'very abrupt or severely honest', and he had 'courage' and 'sincerity'. • The sources contrast over Chiang Kai-shek's sincerity and compassion. **B** says his popularity is based on the recognition of his 'genuinely patriotic purpose and devotion to the national welfare' whereas **D** notes 'if his soldiers starved, that was the price of keeping the loyalty of dubious generals'. **Explanation** **Source D** seems quite balanced in its analysis of Chiang Kai-shek's character. The journalists point to some strengths, but also to shortcomings, with some clear examples. Chiang certainly displayed the political skills indicated here, in his management of the threat posed by the warlords, and his procurement of US support for his regime. The US missionary and ambassador was more positive, perhaps influenced by Chiang Kai-shek's conversion to Christianity and his own suspicion of Communism. Also relevant here is the context of 1937, when Japan launched an all-out offensive in China and American opinion was strongly in support of the Chinese government.	**15**

Question	Answer	Marks
3(a)	By 1946, many Americans had become critical of Chiang's leadership; the Dixie Mission had visited Yan'an in 1944 and drew a contrast with the discipline and organisation of the Communist commanders. The contrast shows how Chiang Kai-shek was a complicated and divisive figure, who inspired devotion in his followers but could also be abrasive. Accept any other valid responses.	
3(b)	**Read all of the sources. 'Chiang Kai-shek and his government worked for the benefit of the Chinese people'. How far do the sources support this view?** Indicative content **Support** • **Source A:** The Kuomintang politician suggests various benefits brought about by his government, including buildings and transport links. He asserts 'great progress made in every department of the government'. • **Source B**: This is the most overt support. The American is explicit that Chiang Kai-shek's many good qualities make him a 'wise leader' and that, moreover, he has a 'genuinely patriotic purpose and devotion to the national welfare'. These have led to an 'improvement in existing conditions' and mean 'China is extremely fortunate' to have him as leader. • **Source D:** There is some support in the expression of Chiang Kai-shek's resistance to Japanese invasion. **Challenge** • **Source A:** The responses by Soong Ching-ling call into doubt the politician's claims of improvement. There is a list of the contrasts between the privilege of the Kuomintang leaders and the suffering of the Chinese people. These are expressed in very extreme language, with references to 'all the miserable beings' and 'the starving millions of China'. • **Source B:** Even this most positive appraisal shows there are dissenting voices, as 'some allege' negative ambitions to Chiang Kai-shek, including the wish to 'make himself a dictator'. • **Source C:** The clearest challenge is here**.** The cartoon shows the affluent leaders, Chiang Kai-shek and his brother-in-law, who are well-dressed and well-fed, as associated with the locust. There is a strong contrast with the hungry peasant who is forced to offer up his meagre harvest. • **Source D:** The **'**literally starving' soldiers are shown to be a consequence of Chiang prioritising political gain over the welfare of his people. He was also the beneficiary of an enviable level of luxury including 'a fleet of limousines, and the best house'.	**25**

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Question	Answer	Marks
3(b)	**Evaluation** ***Source A*** *Soong Ching-ling was a persistent critic of the Kuomintang government, which she believed had strayed from the ideals of her husband Sun Yat-sen.* *Although her sister married Chiang Kai-shek, who had once been a close ally of Sun Yat-sen, Soong Ching-ling condemned his action in 1927, when he launched his campaign to eradicate the Communists. She continued to question his policies, which she considered corrupt and 'counterrevolutionary'. Her challenge to the Kuomintang politician reflects these views.* ***Source B*** *indicates the trust which some felt for Chiang Kai-shek and his policies, particularly at the start of the war with Japan. This was partly inspired by horror at the 1937 Nanjing Massacre.* *He was certainly capable of inspiring loyalty; he had a devoted following, many of whom fled with him to Taiwan.* ***Source C*** *shows the Communist hostility towards the Kuomintang, which was particularly strong after the breakdown of military co-operation in 1941. Many cartoonists retreated to Yan'an, where they produced propaganda attacking government corruption and inhumanity towards Chinese peasants. Here, there is also a suggestion of nepotism, in the status of Chiang Kai-shek's brother-in-law.* *There is the context of the government's mismanagement of the Chinese economy, which caused high inflation and widespread hardship. There was also a famine in parts of China 1942–3, made worse by the grain quotas imposed by the Kuomintang government, in order to feed its armies.* ***Source D*** *points to Chiang's priorities, which are shown to be political survival rather than the well-being of ordinary Chinese people. There is an implicit questioning of how 'incorruptible' he really was, in terms of gaining benefit from his office. This had long been a common accusation, as seen in* ***Source A*** *and even in* ***B****, and was part of the American criticism of him during the Second World War.* Accept any other valid responses.	