

# Cambridge International AS & A Level

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**HISTORY**

**9489/01**

Paper 1 Historical Sources

**For examination from 2027**

MARK SCHEME

Maximum Mark: 40

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**Specimen**

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This document has **16** pages.

## Generic Marking Principles

All examiners must apply these general marking principles when marking candidate responses. Examiners must apply them alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme must 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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

### 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 descriptions in mind.

**Guidance on using levels-based mark schemes**

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level is the best fit. In practice, work does not always match one level precisely so a judgement may need to be made between two or more levels.

Once a best-fit level has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level, award the highest mark.
- If the candidate's work **adequately** meets the level, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level, award the lowest mark.

**Table A for Part (a) questions**

Part (a) questions assess the following assessment objectives:

**AO1 Historical knowledge**

Candidates should be able to:

- Recall, select and use appropriate historical knowledge.

**AO3 Historical sources**

Candidates should be able to:

- Understand, analyse, evaluate and interpret a range of historical sources in context.

Use this table to give marks for candidate response for part (a) questions.

<b>Level</b>	<b>Description</b>	<b>Marks</b>
<b>Level 4</b>	<p><b>Makes a developed comparison</b></p> <p>Responses:</p> <ul style="list-style-type: none"> <li>• Make a developed comparison between the two sources.</li> <li>• Explain why points of similarity and difference exist through contextual awareness and/or source evaluation.</li> </ul>	12–15
<b>Level 3</b>	<p><b>Compares views and identifies similarities <u>and</u> differences</b></p> <p>Responses:</p> <ul style="list-style-type: none"> <li>• Compare the views expressed in the two sources, identifying similarities <b>and</b> differences and supporting them with source content.</li> </ul>	8–11
<b>Level 2</b>	<p><b>Compares views and identifies similarities <u>or</u> differences</b></p> <p>Responses:</p> <ul style="list-style-type: none"> <li>• Identify relevant similarities <b>or</b> differences between the two sources and may be one-sided with only one aspect explained.</li> </ul> <p>OR</p> <p><b>Compares views and identifies similarities <u>and</u> differences but these are asserted rather than supported from the sources</b></p> <p>Responses:</p> <ul style="list-style-type: none"> <li>• Identify relevant similarities <b>and</b> differences between the two sources without supporting evidence from the sources.</li> </ul>	4–7
<b>Level 1</b>	<p><b>Describes content of each source</b></p> <p>Responses:</p> <ul style="list-style-type: none"> <li>• Describe or paraphrase the content of the two sources.</li> <li>• May make very simple comparisons (e.g. one is from a letter and the other is from a speech) but these are not developed.</li> </ul>	1–3
<b>Level 0</b>	<p><b>No creditable response</b></p> <ul style="list-style-type: none"> <li>• No engagement with source material.</li> </ul>	0

**Table B for Part (b) questions**

Part (b) questions assess the following assessment objectives:

**AO1 Historical knowledge**

Candidates should be able to:

- Recall, select and use appropriate historical knowledge.

**AO3 Historical sources**

Candidates should be able to:

- Understand, analyse, evaluate and interpret a range of historical sources in context.

Use this table to give marks for candidate response for part (b) questions.

Level	Description	Marks
<b>Level 5</b>	<b>Evaluates the sources to reach a judgement to answer the question</b> Responses: <ul style="list-style-type: none"> <li>• Demonstrate understanding of <b>all</b> the sources and offer a detailed explanation of how they support and/or challenge the statement.</li> <li>• Use specific contextual knowledge to evaluate the sources in relation to the question; this may be through considering the nature, origin or purpose of the sources in context.</li> <li>• Evaluate the sources to assess whether the source is stronger or weaker as evidence in response to the question.</li> <li>• Reach a judgement about which side of the argument is stronger, addressing the ‘how far’ element of the question.</li> </ul>	21–25
<b>Level 4</b>	<b>Uses the sources to write a developed response explaining how the sources support <u>and</u> challenge the statement in the question</b> Responses: <ul style="list-style-type: none"> <li>• Show understanding by making detailed use of <b>all</b> the sources to support <b>and</b> challenge the statement.</li> <li>• Accurately represent the argument of the sources.</li> <li>• May show awareness of nuance where appropriate.</li> <li>• Make explicit and well explained links to the question.</li> <li>• Use contextual knowledge to help interpret the sources, which may include consideration of the nature, origin or purpose of the source in context.</li> </ul>	16–20
<b>Level 3</b>	<b>Uses the sources to support <u>and</u> challenge the statement in the question</b> Responses: <ul style="list-style-type: none"> <li>• Make points from the sources to both challenge <b>and</b> support the statement.</li> <li>• May misread one or two of the sources or misrepresent the argument.</li> <li>• May select appropriate material from the sources and make implicit links to the question.</li> <li>• May consider the nature, origin or purpose of the sources but this will be in the form of comments about bias or reliability, which are not based on contextual understanding.</li> </ul>	11–15
<b>Level 2</b>	<b>Uses the sources to support <u>or</u> challenge the statement in the question</b> Responses: <ul style="list-style-type: none"> <li>• Make valid points from the sources to either support <b>or</b> challenge the statement.</li> <li>• May attempt to both support and challenge but the sources on one side of the argument may be misread or their argument misrepresented.</li> <li>• May argue that all the sources support or challenge the statement.</li> </ul>	6–10
<b>Level 1</b>	<b>Attempts to answer the question with general use of the sources</b> Responses: <ul style="list-style-type: none"> <li>• Describe the content of the sources but without showing how they support or challenge the statement.</li> <li>• Present an essay about the topic which may be illustrated by the sources but not focused on the question.</li> <li>• May make assertions that sources support or challenge the statement but without reference to source content or explanation.</li> <li>• May attempt to answer the question but any source use will be based on misreading or misrepresentation of the argument/content.</li> </ul>	1–5
<b>Level 0</b>	<b>No creditable response</b> <ul style="list-style-type: none"> <li>• No engagement with source material.</li> </ul>	0

Question	Answer	Marks
1(a)	<p><b>Read Sources A and B.</b></p> <p><b>Compare these two sources as evidence about the intentions for the Estates-General.</b></p> <p>Indicative content</p> <p><b>Similarities</b></p> <ul style="list-style-type: none"> <li>Both sources argue that voting in the Estates-General should be by head rather than order.</li> <li>Both argue in favour of liberty and against arbitrary arrest and that citizens should have access to defence.</li> <li>Both argue that there should be changes to the taxation system. <b>Source A</b> argues that taxes should be paid equally while <b>Source B</b> argues for greater accountability in the spending of public money.</li> <li>Both sources argue in favour of freedom of expression.</li> </ul> <p><b>Differences</b></p> <ul style="list-style-type: none"> <li><b>Source A</b> is more radical than <b>Source B</b> stating clearly that all men are equal in rights.</li> <li>There is a difference of opinion on religion. <b>Source A</b> suggests that men should have freedom of religion while <b>Source B</b> implies that Catholicism should be strengthened, implying that national religion is more important than the beliefs of an individual.</li> <li>Both sources touch on freedom of expression but there is a suggestion in <b>Source B</b> that a writer's name must be on his work. <b>Source A</b> suggests greater freedom.</li> <li><b>Source A</b> suggests three-yearly Estates-General while <b>Source B</b> simply says 'at fixed periods'.</li> </ul> <p><b>Explanation</b></p> <p>There are clear similarities between the sources which may be explained by the dire circumstances which faced France in 1789. The clergy in <b>Source B</b> were keen to see reforms introduced which included greater individual liberty. A large number of the First Estate were parish priests who had witnessed the difficulties of rural life. They were therefore interested in the welfare of the poor, wishing to see a reduction in feudal fees – which may also be an attempt to attack the wealth of the Second Estate. It might be seen as unusual that the First Estate argue in favour of voting by head rather than order, as this might undermine their own power within the Estates-General. However, the First Estate was more diverse than is sometimes assumed. <b>Source A</b> reflects some of the same concerns, arguing for individual liberty, freedom of speech and freedom from arbitrary arrest. Discontent with inequality and taxation had been building over the previous years (made worse by poor harvests in the 1780s, food shortages and price rises).</p> <p>Given that <b>Source A</b> comes from the Third Estate of Paris, it is perhaps not surprising that the ideas listed are more radical than those in <b>Source B</b>. Paris was home to radical clubs and the Palais de Justice was an important meeting place for the discussion of radical ideas about equality and liberty. There is also a more legal focus in <b>Source A</b> which reflects that many of the Third Estate were lawyers. <b>Source B</b>, coming from the First Estate, makes less radical demands. The bishops are keen to see Catholicism strengthened and support education which will be 'useful to religion and the state'.</p>	15

Question	Answer	Marks
1(a)	Accept any other valid responses.	
1(b)	<p><b>Read <u>all</u> of the sources.</b></p> <p><b>How far do these sources agree that economic problems were responsible for the growth of discontent before the Revolution?</b></p> <p>Indicative content</p> <p><b>Support</b></p> <ul style="list-style-type: none"> <li>• <b>Source B</b> argues that feudal fees on ovens and flour mills should be removed which would help the poor, especially in rural areas. There is also a request that the government should be accountable for the way in which public money has been spent.</li> <li>• <b>Source C</b> shows the Third Estate being crushed by different kinds of tax which must be paid and which seem to benefit the First and Second Estates who are shown balancing on top of the stone.</li> <li>• <b>Source D</b> suggests bread shortages caused disturbances in Paris with workers losing money by taking time off to queue outside the bakery.</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>• In <b>Source A</b> much of the cahier of the Third Estate is motivated by demands for equality and liberty and their complaints about taxation can be seen in this light. The Third Estate is not simply motivated by the financial benefit of changing taxation but is more concerned to remove the unfairness of the system.</li> <li>• <b>Source C</b> implies that the inequality in the taxation system is actually the problem. Only the Third Estate is supporting the First and Second who are not paying taxes.</li> <li>• <b>Source D</b> suggests at a time when there was little bread in Paris for the workers, at Versailles there was plentiful good quality bread which was delivered by the bakers. This highlights that inequality was also an issue.</li> </ul> <p><b>Evaluation</b></p> <p><b>Source A:</b> Candidates can use their knowledge of the Three Estates and the meeting of the Estates-General in 1789 to explain the context and content of this source and evaluate its weight as evidence. However, while the Third Estate had most interest in having taxes distributed more fairly, its cahier contains many of the popular ideas about liberty which had been discussed in the coffee houses and pamphlets of Paris. The Third Estate was not represented by peasants and labourers but more well-off and well-educated men, many of whom were lawyers.</p> <p><b>Source B:</b> The source comes from the First Estate and candidates might question its willingness to help the poor as an attempt to undermine the Second Estate which received the feudal fees paid by people wishing to use the mills. However, knowledge of the taxation system and the poverty experienced by many living in France in the 1780s could be used to support the argument about reducing feudal fees and this might be argued to strengthen the source as evidence. Many members of the First Estate were themselves poor parish priests and understood the realities of rural life.</p>	<b>25</b>



Question	Answer	Marks
1(b)	<p><b>Source C:</b> Although this source seems to have a clear propaganda purpose which might weaken it as evidence, candidates could explain the taxation system (such as the corvée) which is highlighted in the cartoon. State taxes had increased enormously between 1749 and 1783 in an attempt to pay debts built up through involvement in war. Peasants paid up to 10% of their income in state taxes and also paid a tithe to the church. They were heavily taxed by their landlords. Population growth meant a shortage of land and this meant rents became more expensive.</p> <p><b>Source D:</b> Understanding of the food crisis in Paris before the Revolution would help candidates to evaluate this source. It was typical for workers to spend up to half their income on bread. However, between August 1788 and March 1789 the price of bread almost doubled. Rising prices and unemployment meant many faced destitution and riots were frequent. While the source seems to intend to highlight inequality, which might be argued to weaken it as evidence, many of its arguments can be supported by contextual knowledge.</p> <p>Accept any other valid responses.</p>	

Question	Answer	Marks
2(a)	<p><b>Read Sources C and D.</b></p> <p><b>Compare these two sources as evidence about the Sherman Anti-Trust Act.</b></p> <p>Indicative content.</p> <p><b>Similarities</b></p> <ul style="list-style-type: none"> <li>• Both sources agree that the Act was necessary. <b>Source C</b> says that the law is ‘much needed’, while <b>Source D</b> says that it ‘was very necessary to resolve the issue.’</li> <li>• Both <b>Sources C</b> and <b>D</b> agree that the overall intention of the Act was very clear. <b>Source C</b> argues that it will deal with the monopolists while <b>Source D</b> maintains that it would hit the monopolists’ ‘worst excesses.’</li> <li>• Both <b>Sources C</b> and <b>D</b> agree that much depended on the willingness of the Harrison administration to enforce the Act.</li> </ul> <p><b>Differences</b></p> <ul style="list-style-type: none"> <li>• <b>Source C</b> suggests that the Harrison administration was ‘inclined’ to consider strongly enforcing the Act, while <b>Source D</b> says there was a ‘real reluctance there’ towards enforcement.</li> <li>• <b>Source C</b> suggests that the Act was ‘broad enough’ to deal with all the issues concerning trusts, however <b>Source D</b> suggests that as the monopolistic corporations had already drawn up ways of circumventing the Act, it was not going to be effective.</li> <li>• The overall feeling towards the Act in <b>Source C</b> is quite positive, ‘the law is much needed’ and ‘the law appears very clear’. <b>Source D</b> however has reservations saying it ‘looked backwards and not forwards’ and that it ‘did not define a trust carefully’.</li> </ul> <p><b>Explanation</b></p> <p>Both sources are aimed at very different audiences and at different times. <b>Source C</b> is a piece of journalism, written just after the Act was passed. The Act had aroused huge controversy in the previous decade and there had been great hopes that it would bring real benefit to the consumer. There had not been time to see how effective it would be. Clearly the author was hostile to the trusts and the impact they were having on the paper’s readers. Contextual knowledge would suggest that there was accuracy in the reporting. It cleared Congress remarkably easily considering the massive forces which opposed it. <b>Source D</b> is an academic study written some years after the Act was passed and could therefore reflect upon the Acts as they were being implemented. It was to be amended several times in order to increase its effectiveness. It has the advantage of hindsight which <b>Source C</b> does not have. However, being written by a highly experienced politician who had been President while the Act had been in force, and when many of the first Anti-Trust cases had been brought and the challenges of enforcement became known, there is value in what he writes. His criticism of the Act is based more on the failings of the law itself, rather than what the law set out to achieve. He clearly had some sympathy for that.</p> <p>Accept any other valid responses.</p>	<b>15</b>

Question	Answer	Marks
2(b)	<p><b>Read <u>all</u> of the sources.</b></p> <p><b>‘Trusts brought many benefits.’ How far do these sources support this view?</b></p> <p>Indicative Content</p> <p><b>Support</b></p> <ul style="list-style-type: none"> <li>• <b>Source B</b> suggests the industrialisation of the US could only be achieved by trusts and that they were ‘really beneficial’ and were the ‘only way to prevent excessive and wasteful competition’.</li> <li>• <b>Source D</b> suggests some groups saw benefits from the trusts such as their ‘efficiencies and productivity’ but this is not the main thrust of the source.</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>• <b>Source A</b> suggests that one of the principal objections to the trusts was their ability to influence both Houses of Congress, as well as State legislatures, and therefore be able to prevent any legislation which might in any way harm their monopolies or modify their ruthless business practices. The bloated images of the various trust bosses makes it clear what the views of the cartoonist were on the trusts.</li> <li>• <b>Source C</b> suggests the public are being cheated by the trusts and small local businesses are being destroyed by the bigger ‘fish’. It was the people who were being required to ‘pay up’ to the ‘vampire’ trusts. The trusts are referred to as ‘offenders’ and there is a comment about the ‘dreadful’ monopolies.</li> <li>• <b>Source D</b> suggests that despite some positive benefits, trusts encouraged ‘soaring prices’ and the ‘destruction of fair competition’. It also says that a law was necessary to ‘prevent any restraint on interstate trade’.</li> </ul> <p><b>Evaluation</b></p> <p><b>Source A:</b> This is a cartoon and while it may naturally be exaggerated, it conveys a significant point about trusts and the influence they had over Congress as a law-making body. Using such influence, the trusts could arguably prevent legislation that harmed their monopolies and general business practices. While this might be seen as beneficial to those within the trust, it is not so good for everyone else and the idea of representative government is undermined. Candidates may acknowledge the propaganda value of the cartoon, but also that it was produced at the height of the anti-trust campaign and therefore likely reflecting ideas that were already popular. The fact that the Sherman Anti-Trust Act was passed three years later without opposition in Congress is an indication of public hostility.</p> <p><b>Source B:</b> This source argues in favour of trusts on the grounds of industrial development and candidates may consider the status of the professor when evaluating, especially as his remarks were felt worthy of publication. Produced in 1887 during the anti-trusts campaign, there was clearly disagreement as to the benefits trusts brought as this source is a report on a debate that was held about that issue. Since it attracted academics and was reported on, it is reasonable to suggest the disagreement was significant and worthy of scrutiny. In this sense the source perhaps has weight as evidence of the divisiveness trusts engendered.</p>	<b>25</b>

Question	Answer	Marks
2(b)	<p><b>Source C:</b> This source was published very soon after the Sherman Anti-Trusts Act was passed and therefore perhaps holds a strong view in light of the currency of the issue of trusts. The Act was unopposed when it was read in Congress and this is suggestive of the extent of hostility trusts had produced. This is perhaps supported by the source's content which appeals to common concerns such as food manufacturer's 'cheating the public'.</p> <p><b>Source D:</b> This source is written by Taft looking back on the 'trust-busting' era. More 'trust-busting' was carried out during his presidency than during any other and this could be used to explain some of his criticisms here. However, he moved away from trust-busting activities towards the end of his presidency as it was arousing growing hostility within his Republican Party. A lawyer, and later Chief Justice of the Supreme Court, he tended to view topics from a highly legalistic viewpoint.</p> <p>Accept any other valid responses.</p>	

Question	Answer	Marks
3(a)	<p><b>Read Sources A and C.</b></p> <p><b>Compare these two sources as evidence about German attitudes to the acquisition of colonies.</b></p> <p>Indicative content</p> <p><b>Similarities</b></p> <ul style="list-style-type: none"> <li>Both sources indicate shifting attitudes. In <b>Source A</b>, it claims ‘the Reich Government and public opinion showed little enthusiasm’ for colonies at the start of the 1870s, but that the situation has changed at the end of the decade, which is the time of writing. <b>Source C</b> indicates that any popular enthusiasm ‘four or five years ago’ has disappeared by the late 1880s.</li> <li>They both suggest government commitment to colonies, as <b>Source A</b> mentions ‘the German Reich’s need for colonial possessions’ and <b>Source C</b> observes that ‘funds of the Reich’ are used to support the East Africa Company.</li> <li>They both show that the support derives from the wish for economic gain. <b>Source A</b> refers to the ‘economic position’ of Germany as a key motive and explains the ‘exchange of colonial products’ as an outcome of acquiring colonies. <b>Source C</b> identifies ‘the driving force’ as ‘the acquisition of gold, gold, and more gold’.</li> </ul> <p><b>Differences</b></p> <ul style="list-style-type: none"> <li>The overall message on public support is contrasting. <b>Source A</b> is clear about support from the general public, while <b>C</b> is sure that ‘the vast majority’ feels ‘cold to the very core’ at the prospect of colonies.</li> <li><b>Source A</b> justifies this support with a very positive view of the long-term economic benefits. These will arise from the market for German ‘industrial products’ and the supply of ‘colonial products’. This contrasts with the negative tone of <b>Source C</b> in terms of benefits for the German public. It asserts that ‘millions are to be spent from the pockets of the taxpayers’ to support the colonialists. The ‘funds of the Reich’ are only helping the East Africa Company.</li> <li><b>Source C</b> justifies the negative views of those on the left of German politics on the grounds of the opposition to ‘any form of oppression’; <b>Source A</b> sees no problem with prioritising the interests of ‘white immigrants’ over those of the original inhabitants.</li> </ul> <p><b>Explanation</b></p> <p>The similarities and differences show two contrasting views of the public mood and derive from the standpoint of their authors. The missionary is concentrating on the benefits of colonialism and is trying to win the German public over to his view at a time when this was still not widespread. His writing also reflects the mixed motives of many European missionaries at the time, and a very patronising attitude to the native people. The socialist politician is also trying to influence his audience, the members of the Reichstag, at a time when colonialism had gained wider support. His perspective is rooted in his political belief in equality and his distrust of the commercial motives of German business. He is speaking shortly after a rebellion by East Africans against German colonisers; in Tanganyika, a Muslim leader defended his city against the Germans with 8,000 men in 1888. Mass uprisings were put down with great brutality, both in Tanganyika and in German South West Africa, during the next decades.</p>	<b>15</b>

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
3(a)	Both sources can be linked to the context of Bismarck's conversion to the pursuit of colonies around 1884, and his preference for supporting the expansion of German commercial interests in the form of chartered companies such as the East Africa Company.  Accept any other valid responses.	

Question	Answer	Marks
3(b)	<p><b>Read <u>all</u> of the sources.</b></p> <p><b>‘European powers wanted to benefit the native populations in their colonies.’ How far do the sources support this view?</b></p> <p>Indicative content</p> <p><b>Support</b></p> <ul style="list-style-type: none"> <li>• <b>Source A</b> is explicit about the ‘humane aspirations for the intellectual and moral development of the natives’. There is also a suggestion that future trade should lead to benefits as ‘a firm and steady interchange will develop between the consumption and sales of either side’.</li> <li>• In <b>Source B</b> Bismarck, at the end of the Berlin Conference, refers to the intentions of addressing the ‘moral and material welfare of the native population’. Belgium is singled out for praise, as King Leopold pledges that his project of colonising the Congo ‘will provide valuable service to the cause of humanity’.</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>• <b>Source A</b> indicates that white settlers will be dominant and that the local inhabitants will be forced to make way for them and be ‘scattered over the colony as labourers or restricted to certain specific areas’. In addition, they will have fewer ‘political rights’ than the new arrivals.</li> <li>• In <b>Source C</b> objections to colonies are on humanitarian grounds, as the socialist politicians are ‘opponents of any form of oppression’. Exploitation is identified as the likely outcome, perhaps leading to ‘complete extermination’ of native peoples. Colonies are unlikely even to benefit ordinary Germans, as only the East Africa Company would gain financially.</li> <li>• <b>Source D</b> shows local people constructing a railway whilst being overseen by several Europeans.</li> </ul> <p><b>Evaluation</b></p> <p><b>Source A:</b> The author hopes to encourage increased German influence, which would facilitate his organisation’s missionary work. Like Bismarck, he develops economic arguments for colonies but also presents claims of bringing some intangible benefits. Candidates could assess how convincing these claims are through the use of contextual knowledge.</p> <p><b>Source B:</b> Bismarck is speaking in a public meeting to the leaders of the powers who had been invited to the Berlin Conference. He has a dual motive, of demonstrating the future economic benefits for Europeans, but also of justifying these on the grounds that the European activity would also bring gains to Africa, notably the ‘benefits of civilisation’. Candidates could comment on Germany’s change of heart and of the various motives of the countries pursuing colonisation.</p> <p><b>Source C:</b> The challenge from an opposition left-wing politician is clear that the humanitarian claims made in Sources A and B are false and that European wealth will be pursued through the brutal exploitation of African people. His argument is strengthened by reference to the East Africa Company; ‘chartered company’ land management was initially preferred to the establishment of colonial government as it was not such a great financial</p>	<b>25</b>

Question	Answer	Marks
3(b)	<p>commitment. The Company proved ineffective and was taken over by the German government in 1891. The author was a founder member of a socialist party which held Marxist economic views, was effectively banned by Bismarck in 1878, and which frequently denounced brutality against Africans. He shows a minority view in his criticism of German colonial policy on moral grounds.</p> <p><b>Source D:</b> This photograph arguably depicts exploitation rather than benefit – particularly in a physical sense for the local people using pick axes to create the banks as part of the construction of the new railway. Contextually, candidates may discuss the colonial powers’ (in this case Germany) motivations for being in Africa – notably economic exploitation. Having been taken in 1911, Germany had been in German East Africa for over twenty years and the construction of railways were well advanced, intended to both enable resources to be transported out efficiently and to bring goods into the African interior. In this sense the photograph reflects how effectively colonial powers exploited the local population.</p> <p>Accept any other valid responses.</p>	