Cambridge Assessment International Education

Cambridge International AS & A Level

HISTORY **9489/12**

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

1 hour 15 minutes

You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

INSTRUCTIONS

- Answer **one** question from **one** section only.
  - Section A: European option
  - Section B: American option
  - Section C: International option
- Follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.

INFORMATION

- The total mark for this paper is 40.
- The number of marks for each question or part question is shown in brackets [ ].

This document has **8** pages. Any blank pages are indicated.

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Answer **one** question from **one** section only.

Section A: European option

France, 1774–1814

1 Read the sources and then answer **both** parts of the question.

Source A

There is only one means of defence for you. That which I have recommended so many times: a general uprising and executions.

Begin then by making sure of the king and the royal family: put them under a strong guard and let their heads answer for events. Follow this up by cutting off, without hesitation, the generals' heads, and those of the counter-revolutionary ministers and ex-ministers; those of the mayor and the anti-revolutionary municipal councillors. Then, put all the counter-revolutionaries in the National Assembly, all the known supporters of despotism, on the edge of the sword.

I tell you again, this is the only way for you to save the country. Six months ago, five or six hundred heads would have been enough. Today, because you have stupidly let your enemies conspire among themselves and gather strength, perhaps we will have to cut off five or six thousand. But even if it needs twenty thousand, there is no time for hesitation.

From an article written by Marat in December 1790.

Source B

You are no longer my king, no longer my king! You are nothing but a cowardly deserter. A king should be the father of the people, not its executioner. Now that the nation has resumed its rights it will not be so stupid as to take back a coward like you.

You, king? You are not even a citizen. You will be lucky to avoid leaving your head on a scaffold for having sought the slaughter of so many men. I don't doubt that once again you are going to pretend to be honest and that, supported by those scoundrels on the constitutional committee, you are going to promise miracles. They would be prepared to stick the crown on the head of a monkey.

But no, that will not happen! There is an outcry against you, 'No more kings!' This is what every citizen is shouting, and, besides, even if the Assembly want to pardon you all your crimes, what trust could now be placed in you?

From an article in the radical journal 'Le Père Duchesne' published in Paris, June 1791.
This was after the King's failed Flight to Varennes.

Source C

A French cartoon published in June 1791.
The caption read, 'The family of pigs being brought back to the farmyard'.

Source D

The Society of Friends of the Rights of Man considers that a nation must do everything, either by itself or through removable officers chosen by it. The Society considers that no single individual in the state should possess enough wealth and power to be able to corrupt the agents of the political administration. It believes that there should be no employment in the state that is not accessible to all the members of that state. Convinced of the greatness of these principles, it can no longer close its eyes to the fact that monarchy, above all hereditary monarchy, is incompatible with liberty. We anticipate that such a proposition will give rise to a host of opponents. Nevertheless, this issue deserves serious debate by the legislators. They have already messed up the revolution once because of lingering regard for the illusion of monarchy. Let us, therefore, act without fear and without terror, and try not to bring it back to life.

From a petition by the Cordeliers Club, July 1791.

Answer **both** parts of the question with reference to the sources.

(a) Read Sources **A** and **D**.

Compare and contrast these two sources as evidence of the aims of the revolutionaries. [15]

(b) Read **all** of the sources.

'It was the Flight to Varennes that destroyed faith in the monarchy.' How far do these sources support this view? [25]

Section B: American option

The Gilded Age and Progressive Era, 1870s to 1920

2 Read the sources and then answer **both** parts of the question.

Source A

The Act of 1882 has been a success. Chinese immigration has declined and the ruling against Chinese becoming citizens has been enforced. We see that no harm has been done to our relationship with China's government and people. While there were initially some complaints from employers that good labour was in short supply, this is no longer the case. Tragically, the disorder following the introduction of the Act did last for some years. Our Constitution is clear that we have a right to decide who can, and who cannot, come into America. There has been no violation of the principles on which this country is based. There is no place in America for people from such an alien culture.

While there may have been a case for permitting immigration after the dreadful losses in the war against slavery, there must now be effective limitations on immigration. We are becoming the dumping ground for the unemployable, the undesirable, the dangerous radical, the old and sick. Those we admit must be those who we need and who will conform in every way to our values.

From a speech in the House of Representatives on a Bill to extend the Chinese Exclusion Act of 1882 for a further ten years, April 1892.

Source B

A cartoon published in 1903.

Source C

When I and my brothers came to America from China in the 1870s, Chinese workers were largely welcomed and tolerated. Our labour was much needed and our willingness to work hard in those jobs which Americans did not wish to do was praised. Our labour built the railroads to the West. We cleared the land, planted and harvested in California. We did not fill the jails like the Irish and we did not form labour unions like the Europeans. We were seen as law-abiding citizens who contributed much to America.

Much was changed by the Chinese Exclusion Act of 1882. The intentions were to prevent future immigration from China and prevent Chinese from becoming American citizens. It failed in the first, as many entered illegally, but succeeded in the second. The Act caused an outbreak of killing and looting against our people and led to further outbreaks of racial hatred. It angered the Chinese government and fuelled the anti-foreign Boxer uprising. There were many complaints from Californian food growers that they could no longer harvest their produce. Worst of all we felt that it violated the very principles on which the United States was founded – those of equality and liberty.

From 'The Life Stories of Undistinguished Americans as told by themselves', published in New York, 1906.

Source D

We would like to assure members of Congress that there are many benefits to encouraging further immigration. Many manufacturers report a growing shortage of unskilled labour in roles that many Americans dislike. Immigrants will fill those positions and are accustomed to hard work. They will help create more jobs and wealth. We also need many skilled workers in agriculture, mining and our clothing industries. Any restrictions will anger the Italian and Polish immigrant societies, seeing them as an attack on their nations. The Jewish and Roman Catholic communities see restrictions as an attack on their beliefs and wish to see their communities grow. Immigrants are no threat to America. They have made America what it is today.

From a pamphlet by the American Emigrant Company, published 1910.
The company made its money assisting those who wished to emigrate to the United States.

Answer **both** parts of the question with reference to the sources.

(a) Read Sources **A** and **C**.

Compare and contrast the views in these two sources as evidence about the Chinese Exclusion Act of 1882. [15]

(b) Read **all** of the sources.

'Americans were positive about immigration.' How far do these sources support this view? [25]

Section C: International option

Empire and the emergence of world powers, 1870–1919

3 Read the sources and then answer **both** parts of the question.

Source A

For how long will the Spaniards drench Cuba with the blood and tears of its people? How long shall old men and women and children be murdered by the score, the innocent victims of Spanish rage? How long shall the sound of rifles at sunrise proclaim that helpless prisoners of war have been murdered in cold blood?

How long shall Cuban women be the victims of Spanish outrages and lie sobbing and bruised in loathsome prisons? How long shall women passengers on ships flying the American flag be unlawfully seized and stripped and searched by brutal, jeering Spanish officers, in violation of the honour of the United States? How long shall American citizens, arrested while on peaceful and legitimate errands, be held in dirty Spanish prisons without trial?

How long shall the United States sit idle and indifferent? How long?

From an editorial in a New York newspaper, 1897.

Source B

Nothing is known of the cause of the loss of the battleship *Maine*. It is resting on the bottom of Havana Harbour, and two officers and 251 sailors have perished. Naval men say the disaster could have been caused by accident. It was some form of high explosive that destroyed the *Maine*. It carried enough ammunition to wreck a navy.

Until an inspection of the wreck by divers shows whether the *Maine* was destroyed by its own ammunition or by an enemy, guesswork is pointless. Nobody is so foolish to believe that the *Maine* was destroyed by Spaniards with the knowledge of their government. A fanatic might have acted out of private hatred of the United States, but Spain has too many reasons to avoid offending us to indicate that it would not carefully protect a ship of our navy visiting its waters.

From 'The New York Times' editorial, 17 February 1898.

Source C

The grounds for intervention in Cuba may be summarised as follows: first, to end the bloodshed, starvation and horrible miseries existing there; second, to protect our citizens' lives and property; and third, the very serious injury to the trade and business of our people.

These dangers have been illustrated by a tragic event in which 258 brave sailors and two officers of our navy have been thrown to their deaths, bringing grief and want to their homes, and sorrow to the nation. The Naval Court of Inquiry was unanimous that the destruction of the *Maine* was caused by an exterior explosion, that of a submarine mine. The responsibility remains to be decided. In any event, the destruction of the *Maine*, by whatever exterior cause, is proof of an unacceptable situation in Cuba. The Spanish government cannot assure the safety of an American ship in the harbour of Havana on a mission of peace.

From the War Message to Congress by President McKinley, 11 April 1898.

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Source D

Shall the American people continue their march towards the commercial supremacy of the world?

Today, we are making more than we can use. Therefore, we must find new markets for our produce. We need what we have taken in 1898. Think of the hundreds of thousands of Americans who will build a civilisation of energy and industry in Cuba, when a government of law replaces the reign of anarchy and tyranny. The resources and the commerce of the immensely rich dominions will be increased as American energy is greater than Spanish laziness. In Cuba, alone, there are fifteen million acres of forest unacquainted with the axe, exhaustless mines of iron and priceless deposits of minerals. There are millions of acres yet unexplored. Cuba is as large as Pennsylvania and is the richest spot on the globe.

Fellow Americans, we are God's chosen people. We cannot fly from our world duties.

From a campaign speech by a US Senator, September 1898.

Answer **both** parts of the question with reference to the sources.

(a) Read Sources **B** and **C**.

Compare and contrast these two sources as evidence about the sinking of the Maine. [15]

(b) Read **all** of the sources.

How far do these sources support the view that US intervention in Cuba was provoked by Spanish actions? [25]

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