

Markscheme

November 2023

History

Higher level and standard level

Paper 1

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Prescribed subject 1: Military leaders

1. (a) What, according to Source B, was the response of the Jin emperor to the Mongol invasion?

[3]

- He agreed to a settlement with the Mongols and handed over valuable items and young men and women.
- He recognized himself as a vassal of Genghis Khan.
- He gave Genghis Khan one of the royal princesses as a wife.
- He evacuated the capital city and fled to the south.

*The above material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. Award **[1]** for each relevant point up to a maximum of **[3]**.*

- (b) What does Source D suggest about the Mongol invasion of China?

[2]

- The Great Wall was insufficient to stop the Mongol expansion.
- The Mongol expansion involved large numbers of soldiers.
- Mongols faced resistance from Chinese forces.

*The above material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. Award **[1]** for each relevant point up to a maximum of **[2]**.*

2. With reference to its origin, purpose and content, analyse the value and limitations of Source B for an historian studying the Mongol invasion of China. **[4]**

Value:

- The author is a scholar specializing in Mongolian history so he is likely to be knowledgeable on the topic, and has the benefit of hindsight.
- The book is focused on the role and deeds of Genghis Khan.
- It provides information about the Mongol campaigns in China and the Chinese reaction to the invasion.

Limitations:

- The book was written in 2004 and may not reflect the latest research on the topic.
- It is a general book on Genghis Khan and the material specifically on the invasion of China may be limited.
- It offers limited information on the Chinese domestic conflicts that could have facilitated the Mongol invasion.

*The focus of the question is on the value and limitations of the source. If **only** value **or** limitations are discussed, award a maximum of **[2]**. Origin, purpose and content should be used as supporting evidence to make relevant comments on the value and limitations. For **[4]** there must be at least one reference to each of them in **either** the value **or** the limitations.*

3. Compare and contrast what Sources A and B reveal about the consequences of the Mongol capture of Zhongdu (Beijing). [6]

Marks	Level descriptor
5–6	<ul style="list-style-type: none"> The response includes clear and valid points of comparison and of contrast.
3–4	<ul style="list-style-type: none"> The response includes some valid points of comparison and/or of contrast, although these points may lack clarity.
1–2	<ul style="list-style-type: none"> The response consists of description of the content of the source(s), and/or general comments about the source(s), rather than valid points of comparison or of contrast.
0	<ul style="list-style-type: none"> The response does not reach a standard described by the descriptors above.

Apply the markbands that provide the “**best fit**” to the responses given by candidates and award credit **wherever it is possible to do so**. The following material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**.

Comparison:

- Both sources state there was a settlement between Genghis Khan and the Jin emperor to end the conflict.
- Both sources mention that Genghis Khan was sent precious goods and a Chinese princess to marry to make him withdraw.
- Both sources state the Chinese court moved from Zhongdu (Beijing) causing Genghis Khan to counterattack.

Contrast:

- While source A suggests there were several attacks and a month- long siege of Beijing, source B states the Jin emperor agreed to a settlement to avoid a prolonged siege and war.
- While source A suggests that it is unclear whether or not Genghis Khan had a plan to rule, source B states that he left the administration to local authorities, as long as they remained subservient to the Mongols and supplied tribute.
- While source A indicates that Genghis Khan massacred the inhabitants of Beijing during his counterattack, source B suggests many soldiers and people from Beijing supported Genghis Khan.

4. Using the sources and your own knowledge, examine the impact of the Mongol invasion of China. [9]

Marks	Level descriptors		
	Focus	Use of sources	Own knowledge
7–9	The response is focused on the question.	Clear references are made to the sources, and these references are used effectively as evidence to support the analysis.	Accurate and relevant own knowledge is demonstrated. There is effective synthesis of own knowledge and source material.
4–6	The response is generally focused on the question.	References are made to the sources, and these references are used as evidence to support the analysis.	Where own knowledge is demonstrated, this lacks relevance or accuracy. There is little or no attempt to synthesize own knowledge and source material.
1–3	The response lacks focus on the question.	References to the sources are made, but at this level these references are likely to consist of descriptions of the content of the sources rather than the sources being used as evidence to support the analysis.	No own knowledge is demonstrated or, where it is demonstrated, it is inaccurate or irrelevant.
0	The response does not reach a standard described by the descriptors above	The response does not reach a standard described by the descriptors above	The response does not reach a standard described by the descriptors above

Apply the markbands that provide the “**best fit**” to the responses given by candidates and award credit **wherever it is possible to do so**. The following material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. While it is expected that there will be coverage of **at least two** of the sources, candidates are not required to refer to all four sources in their responses.

Indicative content

Source A After the siege of Beijing, Genghis Khan signed an advantageous agreement with the Jin emperor that allowed him to obtain valuable possessions. But soon afterwards, the Chinese emperor fled, forcing Genghis Khan to return and counterattack. It was his grandson, Kublai, who finally subdued the people and founded the Yuan Dynasty.

Source B The Mongol invasion successfully subdued the Jin emperor as one of Genghis Khan’s vassals. But since Genghis Khan was not interested in setting up a new government in the

region, the local authorities rebelled and left the city, forcing Genghis Khan to return. On his way back, many local soldiers and populations joined Mongol ranks.

Source C Genghis Khan united different tribes effectively, imposing new rules, favouring his followers and removing those who were rebels. With a considerable army, Genghis Khan slew the Jin emperor, and subjugated the country.

Source D Large numbers of Mongols participated in the invasion of China. They were able to overcome the Chinese resistance and break through the Great Wall.

Own knowledge Candidates may examine the effects of the Mongol siege that exhausted the cities of northern China and forced the population to hand over all their metal goods to build arms and ammunition. They may also consider the success of Genghis Khan's in building alliances with the authorities of the states near the Jin territory to secure their support. Candidates may examine Genghis Khan's military strategy: he split his forces into three legions, all commanded by loyal members of his family, to break through the Great Wall at different points.

Candidates may also examine the contribution of domestic problems to the success of the Mongol invasion. They can offer further details on the inner conflicts the Jin dynasty underwent. Candidates may point out that up to 1215, the Chinese authorities were able to stop the Mongols. They may also argue that Genghis Khan did not introduce a new government in the region, making his position fragile.

Prescribed subject 2: Conquest and its impact

5. (a) What, according to Source F, was the situation of the Moors in Granada, at the end of the 15th century? **[3]**

- Moors had to live in specified areas of the city.
- Moors were obliged to accept the partition of Granada due to an agreement (1497-98).
- The intention of the measures was to keep the Moors in a subordinate position.
- Segregation was emphasised, but without expelling the Moors.

*The above material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. Award **[1]** for each relevant point up to a maximum of **[3]**.*

- (b) What does Source H suggest about the treatment of Moors in Spain? **[2]**

- Moors were baptized in large numbers.
- The expressions of some of the Moors suggest the idea of forced conversion.
- The picture depicts the role of the Church in bringing the Moors under the rule of the Catholic Monarchs.

*The above material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. Award **[1]** for each relevant point up to a maximum of **[2]**.*

6. With reference to its origin, purpose and content, analyse the value and limitations of Source G for an historian studying the Muslim and Jewish minorities in the Iberian Peninsula after the Reconquista. **[4]**

Value:

- The author is a professor specializing in Mediterranean studies.
- As it was written in 2019, it is likely to benefit from recent research.
- The aim of the source is to analyse the treatment of minorities under the rule of the Catholic monarchs.
- The author presents detailed information to demonstrate that the Treaty of 1491 did not protect the Moors.

Limitations:

- The purpose of the research is to study the persecution and mistreatment to which minorities were subjected and the selection of the content may be subjective.
- The source only provides information on the policies applied to Moors.

*The focus of the question is on the value and limitations of the source. If **only** value **or** limitations are discussed, award a maximum of **[2]**. Origin, purpose and content should be used as supporting evidence to make relevant comments on the value and limitations. For **[4]** there must be at least one reference to each of them in **either** the value **or** the limitations.*

7. Compare and contrast what Sources E and G reveal about the life of the Moors in Spain after the fall of the Kingdom of Granada. [6]

Marks	Level descriptor
5–6	<ul style="list-style-type: none"> The response includes clear and valid points of comparison and of contrast.
3–4	<ul style="list-style-type: none"> The response includes some valid points of comparison and/or of contrast, although these points may lack clarity.
1–2	<ul style="list-style-type: none"> The response consists of description of the content of the source(s), and/or general comments about the source(s), rather than valid points of comparison or of contrast.
0	<ul style="list-style-type: none"> The response does not reach a standard described by the descriptors above.

*Apply the markbands that provide the “best fit” to the responses given by candidates and award credit wherever it is possible to do so. The following material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**.*

Comparison:

- Both sources acknowledge the existence of an important Mudejar population in the kingdom of Granada.
- Both sources mention the payment of taxes by the Mudéjars (Muslims).

Contrast:

- While Source E states that Moors can live according to their customs, law and liberties, Source G considers that the Granada authorities banned Arabic and all forms of Moorish culture.
- While Source E states that Moors can keep their properties, including mosques, Source G affirms that the city of Granada decided to transform the mosques into churches, in 1500.
- While Source E states that Moors cannot be forced to become Christians, Source G mentions that by February 1502 the Mudéjars of Castile had to choose between baptism or exile.
- According to source E, the Treaty of Granada (1491) is presented as tolerant legislation, but source G suggests that it represents an alleged protection contradicted by the facts.

8. Using the sources and your own knowledge, evaluate the impact of Christian policies towards the Moors after the Conquest of Granada. [9]

Marks	Level descriptors		
	Focus	Use of sources	Own knowledge
7–9	The response is focused on the question.	Clear references are made to the sources, and these references are used effectively as evidence to support the analysis.	Accurate and relevant own knowledge is demonstrated. There is effective synthesis of own knowledge and source material.
4–6	The response is generally focused on the question.	References are made to the sources, and these references are used as evidence to support the analysis.	Where own knowledge is demonstrated, this lacks relevance or accuracy. There is little or no attempt to synthesize own knowledge and source material.
1–3	The response lacks focus on the question.	References to the sources are made, but at this level these references are likely to consist of descriptions of the content of the sources rather than the sources being used as evidence to support the analysis.	No own knowledge is demonstrated or, where it is demonstrated, it is inaccurate or irrelevant.
0	The response does not reach a standard described by the descriptors above	The response does not reach a standard described by the descriptors above	The response does not reach a standard described by the descriptors above

Apply the markbands that provide the “**best fit**” to the responses given by candidates and award credit **wherever it is possible to do so**. The following material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. While it is expected that there will be coverage of **at least two** of the sources, candidates are not required to refer to all four sources in their responses.

Indicative content

- Source E** This source shows the intention of the Catholic Monarchs to guarantee the Moors a number of rights, continuity of their way of life, and the validity of their laws and rites. This would allow the Moors to live in peace.
- Source F** This source shows that the intention of the Treaty was to keep the Moors in a subordinate position, but without expelling them from the country.
- Source G** The Mudéjar (Muslim) communities, supposedly protected by the Treaty of 1491, suffered persecution, forced conversions to

Christianity, enslavement and expulsion and gradually disappeared from all regions of Spain.

Source H

The painting represents the forced baptism of Moors, under the supervision of Christian authorities. This contributed to the decline and eventual disappearance of Muslim culture.

Own knowledge

Candidates may offer further details on the Treaty of Granada. It gave Muslims a deadline of three years to emigrate. Candidates may argue that for seven years the majority of conquered Muslims were treated respectfully. This continued until the Crown of Castile started to revoke some of the more tolerant aspects of the treaty, under the influence of Archbishop Cisneros. He ordered mass conversions, the burning of valuable Arabic manuscripts, and other measures detrimental to the Muslims. Candidates may also consider that as a result of those policies Muslims revolted, which led to an increase in the powers of the Spanish Inquisition. Candidates may argue that there were economic reasons for the harsh measures applied to the Muslim population.

Prescribed subject 3: The move to global war

9. (a) Why, according to Source I, did Japan invade China in 1937? [3]

- Japan was disappointed with her possessions in Manchuria.
- Japan's invasion would prevent China's industrialisation and block Chinese unification.
- Japan needed raw materials.
- Japan needed to become self-sufficient and not be reliant on foreign suppliers.

*The above material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. Award [1] for each relevant point up to a maximum of [3].*

(b) What does Source J suggest about the Japanese invasion of China? [2]

- The military are leading the government and industrialists behind them into war.
- A successful occupation of China is desirable to Japan.
- The occupation of China is proving difficult for Japan.

*The above material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. Award [1] for each relevant point up to a maximum of [2].*

10. With reference to its origin, purpose and content, analyse the value and limitations of Source I for an historian studying the reasons for Japanese expansion in the 1930s. [4]

Value:

- It is contemporary to events and is by a political economist, an expert in the subject.
- It informs the public of the Japanese government's actions.
- The article is supported by detailed examples of economic data.

Limitations:

- As it is from a newspaper in 1937 it lacks hindsight.
- It was published in the US just after Japan had invaded China and portrays Japan in a poor light.
- The source only focuses on Japanese economic motives leading to expansion.

*The focus of the question is on the value and limitations of the source. If **only** value **or** limitations are discussed, award a maximum of [2]. Origin, purpose and content should be used as supporting evidence to make relevant comments on the value and limitations. For [4] there must be at least one reference to each of them in **either** the value **or** the limitations.*

11. Compare and contrast what Sources K and L reveal about Japan's political and economic motives for expansion in East Asia. [6]

Marks	Level descriptor
5–6	<ul style="list-style-type: none"> The response includes clear and valid points of comparison and of contrast.
3–4	<ul style="list-style-type: none"> The response includes some valid points of comparison and/or of contrast, although these points may lack clarity.
1–2	<ul style="list-style-type: none"> The response consists of description of the content of the source(s), and/or general comments about the source(s), rather than valid points of comparison or of contrast.
0	<ul style="list-style-type: none"> The response does not reach a standard described by the descriptors above.

Apply the markbands that provide the “**best fit**” to the responses given by candidates and award credit wherever it is possible to do so. The following material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**.

Comparison:

- Both sources suggest that the occupation did not solve Japan's problems.
- Both sources point out that Japan was over-reliant on the US as a supplier of oil.
- Both sources describe the increasing influence of the military in determining policy.
- Both sources argue that the Japanese economy needed more resources.

Contrast:

- Source K states that economic factors motivated Japanese expansion in East Asia, whereas Source L says that expansion was the direct result of Japan's political policy rather than any economic issues.
- Source L states that overpopulation was used to justify Japanese expansion in East Asia, whereas Source K maintains that the expansion was needed to obtain key raw materials.

12. Using the sources and your own knowledge, evaluate the impact that Japanese political and economic policies had on foreign relations. [9]

Marks	Level descriptors		
	Focus	Use of sources	Own knowledge
7–9	The response is focused on the question.	Clear references are made to the sources, and these references are used effectively as evidence to support the analysis.	Accurate and relevant own knowledge is demonstrated. There is effective synthesis of own knowledge and source material.
4–6	The response is generally focused on the question.	References are made to the sources, and these references are used as evidence to support the analysis.	Where own knowledge is demonstrated, this lacks relevance or accuracy. There is little or no attempt to synthesize own knowledge and source material.
1–3	The response lacks focus on the question.	References to the sources are made, but at this level these references are likely to consist of descriptions of the content of the sources rather than the sources being used as evidence to support the analysis.	No own knowledge is demonstrated or, where it is demonstrated, it is inaccurate or irrelevant.
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Apply the markbands that provide the “**best fit**” to the responses given by candidates and award credit **wherever it is possible to do so**. The following material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. While it is expected that there will be coverage of **at least two** of the sources, candidates are not required to refer to all four sources in their responses.

Indicative content

- Source I** Indicates that Japan is determined to expand into China to obtain raw materials to become more self-sufficient in commodities such as iron ore and coal. Chinese cotton will replace the imported cotton from India and the United States. These policies will lead to war with China as these raw materials are vital to the development of Japan’s empire.
- Source J** Indicates that it was the political and economic policies pursued by the military that led to war and impacted on foreign relations.
- Source K** The military’s policy to expand into China required raw materials such as oil from the United States and rubber from British Malaya and these were not in Japan’s sphere of influence. The war drained the Japanese

economy and led to a change in strategy as the navy proposed expanding southwards into Dutch Indonesia for its oil and Malaya for its rubber. Economic factors were key in explaining Japanese expansion.

Source L

As the Japanese military expanded further into China after 1931, with increasing costs, Japan was obliged to buy increasing amounts of raw materials from the US, which meant that they had to remain to maintain reasonable relations with the US.

Own knowledge

Candidates may argue that Japan's political and economic policies, which supported military expansionism, damaged foreign relations. They may cite, for example, international reaction to the 1931 invasion of Manchuria and the involvement of the Lytton Commission, with the subsequent withdrawal of Japan from the League of Nations. 1936 saw the signing of the Anti-Comintern Pact. Further detail of the 1937 Sino-Japanese War could also be discussed. Mention could be made of the Non-Aggression Pact (1940), the Japanese joining of the Tripartite Pact (1941) and the oil embargo imposed on Japan by the USA and other countries.

Prescribed subject 4: Rights and protest

13. (a) What, according to Source M, were the aims of Martin Luther King Jr after the events at Selma in 1965? **[3]**

- King wanted to see an end to segregation in housing.
- King wanted equal educational opportunities for all.
- King wanted to see an end to poverty.
- King wanted to continue with the tactic of non-violence.

*The above material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. Award **[1]** for each relevant point up to a maximum of **[3]***

- (b) What does Source N suggest about the March on Washington in August 1963? **[2]**
- Protesters were diverse
 - There were large numbers of demonstrators on the March.
 - The aims of the March were to bring in voting rights and an end to police brutality.

*The above material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. Award **[1]** for each relevant point up to a maximum of **[2]***

14. With reference to its origin, purpose and content, analyse the value and limitations of Source O for an historian studying the career of Martin Luther King Jr. **[4]**

Value:

- The textbook was written by two historians, so expertise is expected.
- The textbook was written in 2015, giving it the benefit of hindsight.
- The purpose is to educate readers about American history.
- The source provides a balanced view of the success and failure of Martin Luther King.

Limitations:

- As the authors' intent is to provide a broad overview of American history, the account may lack sufficient depth when considering the career of King.
- The source does not provide much detail on other actors that influenced Martin Luther King's career.

*The focus of the question is on the value and limitations of the source. If **only** value **or** limitations are discussed, award a maximum of **[2]**. Origin, purpose and content should be used as supporting evidence to make relevant comments on the value and limitations. For **[4]** there must be at least one reference to each of them in **either** the value **or** the limitations*

15. Compare and contrast what Sources O and P reveal about the achievements of Martin Luther King Jr. [6]

Marks	Level descriptor
5–6	<ul style="list-style-type: none"> The response includes clear and valid points of comparison and of contrast.
3–4	<ul style="list-style-type: none"> The response includes some valid points of comparison and/or of contrast, although these points may lack clarity.
1–2	<ul style="list-style-type: none"> The response consists of description of the content of the source(s), and/or general comments about the source(s), rather than valid points of comparison or of contrast.
0	<ul style="list-style-type: none"> The response does not reach a standard described by the descriptors above.

Apply the markbands that provide the “**best fit**” to the responses given by candidates and award credit wherever it is possible to do so. The following material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**.

Comparison:

- Both sources note the importance of the Montgomery bus boycott as the start of Martin Luther King’s career.
- Both sources suggest that King’s actions led to the passing of the Civil Rights Act of 1964.
- Both sources state that King’s actions at Selma led to the passing of the Voting Rights Act.
- Both sources mention King’s leadership role and actions as being crucial.

Contrast:

- While source O acknowledges King’s successes and failures, Source P portrays King’s actions in a more positive light.
- Source O is focused on King’s leadership whereas source P also considers the role played by other actors.

16. Using the sources and your own knowledge, evaluate the contribution of Martin Luther King Jr to the civil rights movement. [9]

Marks	Level descriptors		
	Focus	Use of sources	Own knowledge
7–9	The response is focused on the question.	Clear references are made to the sources, and these references are used effectively as evidence to support the analysis.	Accurate and relevant own knowledge is demonstrated. There is effective synthesis of own knowledge and source material.
4–6	The response is generally focused on the question.	References are made to the sources, and these references are used as evidence to support the analysis.	Where own knowledge is demonstrated, this lacks relevance or accuracy. There is little or no attempt to synthesize own knowledge and source material.
1–3	The response lacks focus on the question.	References to the sources are made, but at this level these references are likely to consist of descriptions of the content of the sources rather than the sources being used as evidence to support the analysis.	No own knowledge is demonstrated or, where it is demonstrated, it is inaccurate or irrelevant.
0	The response does not reach a standard described by the descriptors above	The response does not reach a standard described by the descriptors above	The response does not reach a standard described by the descriptors above

Apply the markbands that provide the “**best fit**” to the responses given by candidates and award credit **wherever it is possible to do so**. The following material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. While it is expected that there will be coverage of **at least two** of the sources, candidates are not required to refer to all four sources in their responses.

Indicative content

- Source M** Written in the aftermath of the Selma campaign, King talks of his triumph at Selma but also highlights that there is still much to be achieved, such as ending segregation in housing.
- Source N** The photograph highlights King’s success in bringing together black and white people; old and young; men and women for the March on Washington in 1963.
- Source O** The source praises King for influencing Kennedy, for the March on Washington, which led to the passage of the Civil Rights Act, and for the Selma march, which led to the passing of the Voting Rights Act. However, the source also states that King suffered failure in the South.

Source P The source describes King's inspirational and organisational skills. It argues that the actions of King led to the decline of Jim Crow in the South. The source also argues that King failed in his actions in Chicago.

Own knowledge Candidates may give further details on the early career of King and his success with regards to the Montgomery bus boycott, which showed the importance of black economic power and the effectiveness of non-violent direct action.

Candidates could argue that the setting up of the Southern Christian Leadership Conference (SCLC) by King was very important in drawing attention to the Jim Crow abuses in the South.

Candidates may suggest that the awarding of the Nobel Peace Prize to King in 1964 was significant in bringing world-wide attention to the civil rights movement.

Candidates could argue that the contribution of King was not as important as the work of the NAACP, other civil rights organisations and leaders, or the role played by both the Kennedy and Johnson administrations in the success of the civil rights movement. They could further argue that King failed to realise his ambitions during his lifetime. Candidates could further argue that the role of the media in highlighting racial abuses played a more important role in the success of the civil rights movement.

Prescribed subject 5: Conflict and intervention

17. (a) What, according to Source Q, were the issues involved in the establishment of the International Criminal Tribunal for Rwanda (ICTR)? **[3]**

- The UN placed the ICTR in Tanzania to guarantee impartiality.
- The maximum sentence the ICTR could impose was life in prison.
- The ICTR sought also to try members of the Rwandan Patriotic Front (RPF).
- The tribunal did not meet the expectations of the Rwandan people and would serve only to appease the conscience of the international community.

*The above material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. Award **[1]** for each relevant point up to a maximum of **[3]**.*

(b) What does Source R suggest about the role played by the UN regarding the Rwandan genocide? **[2]**

- The violence included burning houses and attacking the inhabitants when they fled.
- When violence started, the UN ignored or failed to respond effectively to the need for help for Rwandan victims.
- Rwandans tried to escape the violence and seek refuge by themselves because they had no support from the UN.

*The above material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. Award **[1]** for each relevant point up to a maximum of **[2]**.*

18. With reference to its origin, purpose and content, analyse the value and limitations of Source S for an historian studying the international impact of the ICTR. **[4]**

Value:

- The report was published by the United Nations, the organization that created the ICTR.
- As it was written in 2018, three years after the ICTR closed its doors, it has the benefit of hindsight.
- The source provides awareness of the tribunal's main achievements in 21 years of work.

Limitations:

- As the report was created by the organization that created the ICTR, it may be subjective.
- The source is limited because it only highlights the achievements of the ICTR.
- The source does not include any reference to the weaknesses of the tribunal's performance.

*The focus of the question is on the value and limitations of the source. If **only** value **or** limitations are discussed, award a maximum of **[2]**. Origin, purpose and content should be used as supporting evidence to make relevant comments on the value and limitations. For **[4]** there must be at least one reference to each of them in **either** the value **or** the limitations.*

19. Compare and contrast what Sources S and T reveal about the impact of the ICTR in Rwanda, and at the international level, as a result of 21 years of work. [6]

Marks	Level descriptor
5–6	<ul style="list-style-type: none"> The response includes clear and valid points of comparison and of contrast.
3–4	<ul style="list-style-type: none"> The response includes some valid points of comparison and/or of contrast, although these points may lack clarity.
1–2	<ul style="list-style-type: none"> The response consists of description of the content of the source(s), and/or general comments about the source(s), rather than valid points of comparison or of contrast.
0	<ul style="list-style-type: none"> The response does not reach a standard described by the descriptors above.

Apply the markbands that provide the “**best fit**” to the responses given by candidates and award credit wherever it is possible to do so. The following material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**.

Comparison:

- Both sources summarize the impact of the ICTR in its 21 years of work.
- Both sources maintain that the ICTR dealt with those responsible for carrying out the genocide.

Contrast:

- Source S argues that the ICTR brought to trial (indicted) 93 individuals who were found responsible for the violation of human rights, whereas Source T states that none of them belonged to the RPF, the governing party of Rwanda.
- Source S describes how the ICTR established a credible international criminal justice system; Source T, by contrast, considers that the lack of connection between the processes and the Rwandan people affected by the genocide was frustrating to them.
- While Source S emphasises that the ICTR was the first international tribunal to deliver verdicts in relation to genocide, Source T contends that individuals indicted (brought to trial) did not receive appropriate sentences.
- Source S maintains that the wide range of persons indicted (brought to trial) by the tribunal was a success, whereas Source T argues that the lack of RPF members indicted (brought to trial) fuels the official government narrative that only recognises Tutsi as victims and Hutu as perpetrators.

20. Using the sources and your own knowledge, evaluate the impact of the ICTR's performance. [9]

Marks	Level descriptors		
	Focus	Use of sources	Own knowledge
7–9	The response is focused on the question.	Clear references are made to the sources, and these references are used effectively as evidence to support the analysis.	Accurate and relevant own knowledge is demonstrated. There is effective synthesis of own knowledge and source material.
4–6	The response is generally focused on the question.	References are made to the sources, and these references are used as evidence to support the analysis.	Where own knowledge is demonstrated, this lacks relevance or accuracy. There is little or no attempt to synthesize own knowledge and source material.
1–3	The response lacks focus on the question.	References to the sources are made, but at this level these references are likely to consist of descriptions of the content of the sources rather than the sources being used as evidence to support the analysis.	No own knowledge is demonstrated or, where it is demonstrated, it is inaccurate or irrelevant.
0	The response does not reach a standard described by the descriptors above	The response does not reach a standard described by the descriptors above	The response does not reach a standard described by the descriptors above

Apply the markbands that provide the “**best fit**” to the responses given by candidates and award credit **wherever it is possible to do so**. The following material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. While it is expected that there will be coverage of **at least two** of the sources, candidates are not required to refer to all four sources in their responses.

Indicative content

- Source Q** The source identifies the points of contention between the UN and the Rwandan government about the establishment of the ICTR, taking into account the location, the kind of criminal sanctions and the persons that could be indicted.
- Source R** The source indicates that the UN, the same institution that would organize the ICTR, was completely indifferent to Rwandans' requests for help during the genocide. It also shows that the international community did not offer the Rwandan people any kind of support or humanitarian aid.
- Source S** The source maintains that there is a synthesis of the ICTR's achievements related to the quantity of persons found responsible for the Rwandan

genocide and the body of law about genocide that developed. The tribunal also established the relationship between violence against women and genocide, and delivered sentences against members of the media for fuelling violence.

Source T

The source argues against the ICTR's success, by considering the moderate sentences and the frustration of Rwandan people who could not follow the processes due to its distant location, as well as the lack of RPF members indicted (brought to trial) and the promotion of the official narrative.

Own knowledge

Candidates may explain that the lack of Rwandan confidence in the UN at the time of the ICTR creation was related to its lack of action to prevent the genocide, although the international organization had been warned about the preparation of a massacre. They may offer further references to the Rwandan government (the RPF), that wanted to avoid trials against the members of this party who participated in the genocide, and how the ICTR finally agreed because the tribunal needed the collaboration of the Rwandan government to develop the trials. Candidates may also offer an analysis of the legal innovations of the tribunal in identifying violence against women as a means of carrying out genocide, as well as the behaviour of media such as the *Radio Télévision Libre de Mille Collines* in inciting murders. Candidates may also develop the official narrative related to genocide in Rwanda and evaluate if the ICTR made any contribution to social reconciliation in the country, taking into account the role played by local *gacaca* courts.
