

Markscheme

May 2024

History

Higher and Standard level

Paper 1

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Prescribed subject 1: Military leaders

1. (a) How, according to Source A, was Richard I perceived by his contemporaries? **[3]**
- They considered that the liberation of the holy places was Richard I's highest priority and the central event of his life.
 - They depicted Richard I as a hero from chivalric romances and a model king.
 - Richard I was also depicted as a violent warrior.
 - Richard I was admired by his contemporaries, who tolerated some of his less admirable actions.

*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 Richard I? **[2]**
- Richard is portrayed as the most important person in the image
 - He was the leader of the crusader army
 - The presence of religious men illustrates the motives for Richard's actions

*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 Richard I. [4]

Value:

- The author is an academic historian, so she is likely to be knowledgeable on the topic.
- The book was written in 2012 and is likely to be up to date with the latest findings on the topic.
- The book is focused on the study of three medieval rulers, including Richard.
- It provides information about Richard I's reputation as a warrior, commander and model of chivalry.

Limitations:

- The title of the book suggests it is mainly focussed on conflicts, and may not cover other aspects of Richard's rule.
- The book studies three rulers and the material on Richard I may be limited.

*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 B and C reveal about Richard I’s leadership.

[6]

Marks	Level descriptor
5–6	• The response includes clear and valid points of comparison and of contrast.
3–4	• The response includes some valid points of comparison and/or of contrast, although these points may lack clarity.
1–2	• 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	• 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 that Richard I was a fierce warrior.
- Both sources refer to Richard’s successful military leadership, capturing castles and subduing territories.
- Both sources state that Richard I’s acts were bloody/violent.
- Both sources state that Richard I displayed some of the characteristics of the cult of chivalry.

Contrast:

- Source C indicates that Richard I was also involved in the administration of his territories, whereas source B states he was not interested in government.
- Source C states that Richard I had a number of natural virtues, whereas source B highlights the role of Eleanor in developing his character.

4. Using the sources and your own knowledge, evaluate the contribution of military prowess to Richard I's reputation. [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 Richard I was depicted by contemporary historians as a perfect knight and model king, partly due to his military prowess. This admiration led them to tolerate some of his more violent behaviour. Other factors that contributed to his reputation include his goal of liberating Christian holy places and the perception of him as a model of chivalry.

Source B Richard’s ability to subdue a number of fortifications in record time contributed to his reputation for military prowess. His knowledge on strategy like siege craft and assault, fortress-building and defence served to enhance his reputation.

- Source C** By force, Richard I reduced to obedience and re-annexed to his own domains many districts where he also established the law. Besides war, he also showed gentleness and clemency / mercy, and his rigid administration gradually evolved to become more moderate.
- Source D** Richard I is depicted as leading the crusader army. He is also accompanied by churchmen, showing his commitment to recover the holy places of Christendom, which contributed to his reputation.
- Own knowledge** Candidates may give further details on how Richard I controlled through military actions the revolt of nobles from Poitou and Gascony. They may also discuss the results of his rebellion against his father Henry II, and his conflicts with king Phillip of France.
- Candidates may also consider Richard I's participation in the Third Crusade. In the Middle East, Richard I took part in many battles against Saladin's armies and his campaigns helped to shape his celebrity as the lionhearted king. However, he failed to achieve the main goal: the recovery of Jerusalem. Also, due to his involvement in the crusade, he neglected his duties as the king of England, and the country suffered the loss of valuable resources used to prepare the crusading forces, damaging his reputation.
- Candidates may also offer further detail of how, besides his skills as a warrior, Richard I was a competent politician. He appointed Eleanor to manage his domains in England and France whilst he embarked on the Third Crusade.

Prescribed subject 2: Conquest and its impact

5. (a) What, according to Source E, were the reasons behind exploration? **[3]**

- Europe's relative poverty as compared to the states of the Middle East and Asia led Europeans to seek out new sources of wealth.
- A major motivation for European explorers was the pursuit of direct access to luxury goods, such as spices and porcelain.
- Exploration opened up new trade routes.
- Exploration was enabled by advances in technology.

*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 F suggest about the nature of the Spanish conquest? **[2]**

- Conquest was driven by desire for Latin America's gold.
- Violence and cruelty characterized the conquest.
- The Spanish used their military superiority to exploit the indigenous population.

*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, analyze the value and limitations of Source E for an historian studying the Spanish exploration. **[4]**

Value:

- It is written by an historian and specialist on Western history.
- The source has been written to educate an audience.
- The publication date indicates that it benefits from hindsight.
- It offers insight into the varied nature of economic motives for exploration.

Limitations:

- As the author's intent is to provide a broad overview of Western civilization, the source might lack sufficient depth when considering the motives for Spanish exploration.
- The source lacks development on the consequences of Spanish exploration.

*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 G and H reveal about motives for exploration and conquest. [6]

Marks	Level descriptor
5–6	• The response includes clear and valid points of comparison and of contrast.
3–4	• The response includes some valid points of comparison and/or of contrast, although these points may lack clarity.
1–2	• 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	• The response does not reach a standard described by the descriptors above.

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Comparison:

- Both sources state that the desire for material gains played a key role.
- Both mention the influence of the Renaissance on the process.
- Both sources suggest that political organization for the domination of the new territories played an important part.
- Both sources acknowledge that there were interrelated reasons for exploration and conquest.

Contrast:

- Source G stresses economic motives, whereas Source H states that the fundamental motive was a fulfilment of an ideal of Christendom.
- Source H refers to the Spanish elites reducing the power of the King in the new territories, whereas Source G emphasizes that they were not rebels, and that they were anxious to keep to the Crown’s rule.

8. Using the sources and your own knowledge, discuss the importance of economic motives for Spanish exploration and conquest in Latin America. [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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Indicative content

Source E The source indicates that there were significant economic motives that explain Spanish exploration and conquest. Spain’s relative poverty motivated its rulers to seek for ways to bring valuable goods to their kingdom.

Source F The source suggests that the desire to obtain economic gains was very important in the process of exploration and conquest. The Spanish were ready to use violence and their military superiority to secure Latin America’s gold.

- Source G** Economic motives were important, but other factors also came into play. The desire for glory and the religious salvation of the conquered people were also very important as motives for the Spanish conquest.
- Source H** The source states that religious motives and the “fulfilment of an ‘ideal of Christendom’” were fundamental to the Spanish conquest. Economic factors were a further motive for conquest.
- Own knowledge** Candidates may offer further information on the key role of religious motives for expansion – the prevailing “Crusader’s mentality” and the belief that there was an evangelical mission that had to be fulfilled. They may also provide further details on the European situation in the 15th century, the “relative poverty” and the scarcity of land as driving forces for expansion.
- Candidates may include details of other events covered in their study of the conquest of Mexico and Peru.

Prescribed subject 3: The move to global war

9. (a) What, according to Source I, should the United States do to support Britain? **[3]**

- The United States should ensure the survival and independence of the British Commonwealth.
- The United States should control the Pacific to protect trade.
- The United States should assist Britain in establishing control of the Atlantic.
- The United States should protect the new bases that have been established on British islands in the Western Hemisphere.

*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 reveal about Britain's situation in June 1940? **[2]**

- Britain is standing alone.
- Britain is under threat.
- Britain is defiant or determined.

*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, analyze the value and limitations of Source I for an historian studying the British response to German and Italian aggression in 1940. **[4]**

Value:

- It is a secret and personal communication from one world leader to another, sent in December 1940.
- The letter aims to secure the support of the United States to Britain's war effort.
- It gives details of exactly what assistance the United States should provide.

Limitations:

- It is only Churchill's personal viewpoint.
- The letter's purpose is to secure the support of the United States and may be exaggerating the military situation.
- There is no indication of what Roosevelt's response was to Churchill's request.

*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 international responses to German and Italian aggression. [6]

Marks	Level descriptor
5–6	• The response includes clear and valid points of comparison and of contrast.
3–4	• The response includes some valid points of comparison and/or of contrast, although these points may lack clarity.
1–2	• 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	• 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 claim that the United States provided Britain with fifty destroyers in September 1940.
- Both sources claim that the Roosevelt administration rearmed the British in 1940.
- Both sources state that Britain had to pay for any weapons or supplies that it received from the United States.

Contrast:

- Source K deals with both American and European responses to aggression whereas Source L mainly focuses on American actions.
- Source K states that military shipments to Britain were beneficial whereas Source L refers to obsolete weapons.
- Source K maintains that Britain had the support of both the British Commonwealth and the Empire whereas Source L states that relations between the Commonwealth and the Empire and Britain were poor.

12. Using the sources and your own knowledge, evaluate the extent of international support for Britain in 1940

[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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Indicative content

- Source I** Churchill made detailed requests for assistance from the United States, but these were not yet agreed to by Roosevelt.
- Source J** shows a single British soldier standing alone, without any international support, in the face of an attack by air.
- Source K** maintains that Britain was not alone. It had the support of the Commonwealth and Empire as well as an alliance with Greece. It also argues that the Roosevelt administration had supplied Britain with arms and supplies.

Source L

argues that Britain was receiving support from the United States but that this was minimal as the United States refused to take any action that would infringe the Neutrality Act. However, American support was not unconditional, and Britain had to pay for the aid. Despite strained relations, countries of the Commonwealth and Empire continued to support Britain.

Own knowledge

Candidates could point out that by the time that Churchill became Prime Minister on 10 May 1940, the potential for international support was limited; in 1939, Italy had invaded Albania and the Soviet Union had signed a Non-Aggression Pact with Germany. Hitler had already invaded Poland, Denmark, and Norway, attacked Luxembourg, the Netherlands, Belgium and France. After Dunkirk, France surrendered in June 1940 and a pro-German Vichy France government was established. In September 1940, Germany, Italy, and Japan signed the Tripartite Pact, then in October 1940, Italy invaded Greece which was met with fierce resistance. Thus, with the exception of Greece and the United States, Britain was essentially alone at the end of 1940 in terms of international support.

However, Operation Dynamo had evacuated over 330,000 allied troops, including Belgian, Dutch Canadian, Polish, and French forces. Candidates may offer further detail on the support Britain had from its empire and commonwealth. The Special Operations Executive was formed in July 1940, charged with the task of generating resistance to Germany and Italy in occupied territories. In the Battle of Britain, there were pilots from many other countries.

Prescribed subject 4: Rights and protest

13. (a) What, according to Source M, were the intended outcomes of apartheid for the people of South Africa? **[3]**

- It brought the promise of stabilizing a chaotic situation.
- Racial and geographic boundaries would be reasserted.
- The discipline of tribal life would be restored.
- Races would be rescued from impurity.

*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 division of races in South Africa? **[2]**

- Black South Africans were forbidden to use facilities for white people.
- Black South Africans were employed as servants by white people.
- Racial divisions led to social tension and suspicion.

*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, analyze the value and limitations of Source P for an historian studying reactions to the government policy regarding racial categorization. **[4]**

Value:

- The source offers a contemporary speech by the President of the PAC.
- The source offers detailed information of the ideas of the PAC.
- The source indicates how the PAC rallied support.

Limitations:

- As a political speech the ideas could be exaggerated to gain support.
- The source is written by the President of the PAC and therefore lacks other perspectives.
- The source is from 1959 when events were still unfolding.

*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 racial divisions in South African society.

[6]

Marks	Level descriptor
5–6	• The response includes clear and valid points of comparison and of contrast.
3–4	• The response includes some valid points of comparison and/or of contrast, although these points may lack clarity.
1–2	• 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	• 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 racial divisions were designed to protect white interests.
- Both sources discuss issues caused by differences between racial groups.
- Both sources discuss the opportunities for development.

Contrast:

- While Source O states that the rights of the white minority should be protected, Source P suggests that no single minority should have their rights protected at the expense of other races.
- Source O advocates Apartheid as a system of government whereas P advocates majority rule and democracy.
- Whereas Source P suggests that the policy of the government is racist and unnecessary, Source O maintains that the policy is acceptable and necessary.

16. “The aim of apartheid was to protect and maintain all racial groups in South Africa.” Using the sources and your own knowledge, to what extent do you agree with this statement? [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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Indicative content

- Source M** Black South Africans were seen as a danger to the white population. Government policy would involve more regulation and surveillance of the black majority to keep the white minority safe. Racial differences would be highlighted.
- Source N** Black South Africans were excluded from ‘white only’ facilities even when employed by white South Africans.
- Source O** All racial groups would be maintained as separate communities. It argues that apartheid would allow for the development of all races. However, the aim of apartheid was the maintenance and protection of the European population as a pure white race.
- Source P** Black South Africans were exploited, humiliated, degraded, and insulted and apartheid protected white supremacy.

Own knowledge:

Candidates could offer specific examples of laws related to apartheid legislation that had a detrimental effect on the lives of black South Africans. Examples may include the Population Registration Act of 1950, the Group Areas Act of 1950, the Pass Laws of 1952, the Native Laws Amendment Act of 1952, the Separate Amenities Act 1953.

Candidates might discuss Bantustan, where the intention was to make it a self-governing area, however it was unable to sustain its people. There was little education and few opportunities, meaning that the people were trapped in poverty.

Candidates may also discuss how large proportions of the population of South Africa were disenfranchised by the restriction of voting rights to all but the white community, and some elements of the coloured community, as evidenced by the Separate Representation of Voters Bill. Any dissent was crushed with violence, black leaders such as Mandela and Luthuli were arrested and imprisoned, and the African National Congress (ANC) and PAC were banned.

Prescribed subject 5: Conflict and intervention

17. (a) Why, according to Source Q, was the surrender of Milosevic and his transfer to The Hague important? **[3]**
- It was important for international criminal justice.
 - It made it possible for Slobodan Milosevic to face trial.
 - It marked the beginning of co-operation by Yugoslavia.
 - It would contribute to the task of arresting those fugitives who were still at liberty.

*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 attempts to bring Milosevic to justice? **[2]**
- Milosevic had not yet been arrested.
 - The ICTY Prosecutor led the efforts to arrest Milosevic.
 - The ICTY had to 'battle for Balkan justice'.

*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, analyze the value and limitations of Source Q for an historian studying the role of the ICTY in bringing Milosevic to justice. **[4]**

Value:

- It is a statement by the ICTY Prosecutor, who led the effort to arrest Milosevic.
- As a press release, it offers the ICTY's official position on the arrest of Milosevic and his arrival in The Hague.
- It offers an assessment of the importance of Milosevic's transfer to the Hague.

Limitations:

- It aims to emphasise the success of the ICTY's efforts to hold Milosevic to account.
- It fails to consider objections to the actions of the ICTY during the process of bringing Milosevic to justice.
- As events were still unfolding, it does not discuss ICTY actions during the legal process after June 2001.

*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 arrest and trial of Milosevic.

[6]

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3–4	• The response includes some valid points of comparison and/or of contrast, although these points may lack clarity.
1–2	• 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	• 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 indicate that Milosevic was arrested and extradited two years after his indictment.
- Both sources state that the ICTY initiated the first trial of a sitting head of state.
- Both sources suggest that to enable the arrest of Milosevic a change of regime was necessary.
- Both sources suggest that the political crisis in Serbia also contributed to Milosevic’s arrest and transfer to The Hague.

Contrast:

- While Source S questions the neutrality of the justice process, Source T points to its positive achievements.
- While Source S points to the role of international assistance in contributing to the arrest and transfer of Milosevic, Source T refers mostly to internal factors in Serbia.

20. Using the sources and your own knowledge, evaluate the contribution of the ICTY to international justice up to 2002. [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 International criminal justice is aided by the arrival of Milosevic at The Hague. The support given by the international community to the tribunal was crucial to its effectiveness. Despite difficulties, progress was being made in bringing all indicted persons to trial.

Source R Source R is depicting the leading role of Del Ponte and the ICTY in battling for justice in the Balkans. Milosevic, Butcher of the Balkans, was the main target.

Source S International justice is aided by the first trial of a sitting head of state for violations of human rights law. Some may argue that the contribution of the ICTY was dependent on the exercise of power by western nations. Its contribution was limited by its reliance on international support

Source T Milosevic is the first head of state indicted during his time in office and tried by an international court for war crimes. This represented a breakthrough in the implementation of international criminal law.

Own knowledge

Candidates may argue that, with Milosevic's indictment in May 1999, the ICTY challenged the principle of diplomatic immunity. It also gave a voice to victims and helped communities come to terms with their recent history. The investigations by the ICTY contributed to the establishment of factual evidence relating to events, such as the genocide in Srebrenica.

On the other hand, candidates may argue that the Court has been criticized for being politically motivated and ineffective. Milosevic dismissed the court as "victor's justice" and refused to recognize its authority. Candidates may comment on how allowing Milosevic to conduct his own defence undermined the contribution of the court to international justice. Candidates may also argue that the lack of effective apprehension of other indicted war criminals such as Ratko Mladic reduced the deterrent effect of the tribunals. Alternatively, they may refer to NATO's bombing campaign as a factor that enabled the ICTY to deliver international justice.
