

Markscheme

May 2018

History

Higher level and standard level

Paper 1

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The following are the annotations available to use when marking responses.

Annotation	Explanation	Associated shortcut
BaEv	Basic Evaluation	
	Clear Knowledge Shown	
	Incorrect point	
	Descriptive	
	Development	
	Ellipse tool	
	Evaluation	
	Excellent Point	
	Good Analysis	
GEN	Generalisation	
GP	Good Point	
	Underline tool	
	Wavy underline tool	
	Highlight tool	
	Irrelevant	
	Not Answered Question	
	Lengthy narrative	
	Not Relevant	
	On page comment tool	
	Unclear	

	Repetition	
	Seen	
	Tick Colourable	
UA	Unfinished answer	
Unsp	Assertion Unsupported	
	Vertical wavy line	
	Vague	
	Very limited	
	Well argued	
	Weak argument	

You **must** make sure you have looked at all pages. Please put the  annotation on any blank page, to indicate that you have seen it.

Prescribed subject 1: Military leaders

For the attention of all examiners: if you are uncertain about the content/accuracy of a candidate's work please contact your team leader.

1. (a) What, according to Source B, happened to the populations of Merv and Nishapur? **[3]**

- By implication, most of the population of Merv was killed.
- 400 artisans of Merv were spared as were some children who were taken into captivity.
- At Nishapur the dead were decapitated and/or the bodies/heads of the men were kept separate from the bodies of the women.
- In both places the level of violence was substantial.

*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 A suggest about Genghis Khan's relations with other leaders? **[2]**

- Genghis Khan was feared and/or respected by other leaders.
- Genghis Khan was prepared to accept diplomatic relations with other leaders.
- There may have been ongoing distrust between the two parties as both sides are armed.

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2. With reference to its origin, purpose and content, analyse the value and limitations of Source C for an historian studying the Mongol conquests under Genghis Khan. [4]

Value:

- The source was written in 2016 and provides context of the long-term impact of the Mongol conquest of Merv, which is described as a “lost city”.
- The source indicates that there was a substantial human and cultural cost to the Mongol conquest of the city.
- Part of the source is based on contemporary accounts of the attack on Merv and/or there is a suggestion that only those areas that offered resistance were annihilated.

Limitations:

- The author is a writer and broadcaster rather than a professional historian and the intention is likely to pique the interest of a general readership.
- It is written for a newspaper as part of a series of articles on lost cities and may lack depth.
- The source uses dramatic language and the excerpt within the source is from a Muslim historian’s accounts of refugees from Merv and is, therefore, likely to exaggerate the brutality of the Mongols.

*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]. Origins, purpose and content should be used as supporting evidence to make relevant comments on the values and limitations. For [4] there must be at least one reference to each of them in **either** the values **or** the limitations.*

3. Compare and contrast what Sources B and D reveal about the nature of Mongol conquests. [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**.

Comparisons:

- Both sources comment on the events at Merv and Nishapur and reveal the extent of bloodshed that took place during the Mongol conquests.
- Both sources reveal that the killings that took place were not only the result of military conflicts but also of massacres of civilian populations.
- Both sources show that Muslim historians portray the Mongols and/or Genghis Khan negatively. Source D states that Muslim historians regarded the Mongols as the “Great Satan” while Source B confirms this negative view with a vivid description of the massacres.

Contrasts:

- Source B suggests that the numbers killed were extraordinarily high whereas Source D argues that, while the number of deaths was substantial, it has been overstated.
- Source B suggests that the events at Nishapur and Merv were unusually barbaric whereas Source D, with its reference to the “atrocities and massacres” committed by Islamic states, suggests that they were more common.
- Source B provides an emotive account of events describing the massacre and its aftermath, whereas Source D focuses on a more objective assessment of the events by referring to population figures in relation to the number of casualties.

4. Using the sources and your own knowledge, discuss the view that Mongol conquests under Genghis Khan were brutal and destructive? [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.

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Indicative content

Source A The source suggests that Genghis Khan was prepared to engage in diplomatic negotiations. However, the delivery of gifts such as the Princess Qiguo and the promise by the Emperor Xuanzong to become a vassal suggest that there was sufficient fear of Genghis Khan to merit an attempt to prevent his forceful acquisition of the Jin Empire.

Source B The source indicates that the conquests were brutal and destructive and that the populations of conquered territories were mercilessly slain and their bodies left in the open. However, the source also indicates that the destruction was not total as not all the population suffered the same fate; some artisans were spared and some children were taken into captivity. Additionally, the sparing of the lives of some 400 artisans suggests that the Mongol conquests did not extend to the entire destruction of cultures. Furthermore, this could suggest some preplanning by Mongols to assimilate skills that may be useful in the future.

- Source C** This source indicates that the conquests were brutal. In addition to the human cost of the conquest, there was also a cultural cost as the source asserts that Merv, a “cultural capital”, was “razed – and never recovered”. The cultural vandalism suggested by the source is also linked to a search for riches: in addition to seizing money from the wealthiest inhabitants of the city, the Mongols partook of grave-robbing.
- Source D** The source concedes that the Mongol conquests were brutal and destructive and provides some basis for an analysis of the further destruction, noting the events in Herat and in the Khwarezmian Empire. It also suggests that the impact of the conquests has been exaggerated both by contemporary and later historians. Therefore, it could also be suggested that the Mongols engaged in psychological warfare by colluding with this exaggeration.
- Own knowledge** Candidates may suggest that the Mongols under Genghis Khan were not wantonly brutal and destructive. Further evidence of Genghis Khan’s willingness to accept surrender and vassalage may include the Western Xia dynasty (Tangut Empire). It was only when the dynasty tried to break with the Mongol Empire and failed to assist the Mongols in their attacks on the Khwarezmian Empire that it felt the full force of the Mongol attacks. This is in contrast to Baurchuk Art Tekin, an Uyghur chieftain, whose consistent loyalty to Genghis Khan led to his marriage to Khan’s daughter Alaltün.
- The Mongols under Genghis Khan practised religious toleration and did not seek to eradicate other faiths or their institutions, in fact, several semi-autonomous regions of the ‘Abbasid Empire were willing to be absorbed into the Mongol Empire.
- It may also be suggested that the Mongol conquests led to peace among warring tribes and this laid the basis for the Mongol Empire, the existence of which facilitated trade along the Silk Road between north and central Asia and Europe.

Prescribed subject 2: Conquest and its impact

For the attention of all examiners: if you are uncertain about the content/accuracy of a candidate's work please contact your team leader.

5. (a) What, according to Source E, were the customs that enabled the Inquisition to identify Jews? **[3]**
- Not doing servants' work on Saturdays.
 - Eating food that was prepared on Friday for Saturday.
 - Lighting candles on Friday.
 - Eating unleavened bread.

*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 situation of the Jewish population of Spain in the late 15th century? **[2]**
- Jews faced hostility from the Catholic Church in Spain.
 - Military personnel were involved in the oppression of Jews.
 - Jews were faced with losing their wealth.

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6. With reference to its origin, purpose and content, analyse the value and limitations of Source G for an historian studying the situation of Jews and *conversos* during the Inquisition. [4]

Value:

- The author is a professor of History, therefore the book is likely to have been well researched and/or, given its date of publication, may offer an overview that benefits from recent research.
- As an academic book on the Inquisition in Spain, it offers detailed knowledge of the period.
- The source provides an insight into the relationship between *conversos*, Jews and Christians.

Limitations:

- As a general history of the Inquisition between 1478–1614, the focus on the impact on *conversos* and Jews could be limited.
- The sources available on the Inquisition are, for the most part, documents from the Catholic Church and may contain a biased view of the Jewish question in Spain during the period.
- The data provided refers to the city council of Cuenca only, and the significant presence of *conversos* in city council positions may not be representative of the overall situation.

*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]. Origins, purpose and content should be used as supporting evidence to make relevant comments on the values and limitations. For [4] there must be at least one reference to each of them in **either** the values **or** the limitations.*

7. Compare and contrast what Sources G and H reveal about the relationship between Christians and *conversos* in Spain? [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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Comparisons:

- Both sources state there were conflicts and animosity between Christians and *conversos* during the 15th century.
- Both sources highlight that *conversos* accessed political and economic positions of power, such as in city councils and the royal court.
- Both sources state that *conversos* were promoted to high positions in the Catholic Church.

Contrasts:

- While source G is critical of the treatment of *conversos* by Christians, Source H states that the relation between both is complex and its interpretation depends on the historical sources discussed.
- Source G suggests that it is the success of some *conversos* in accessing positions of leadership that made coexistence difficult, whereas source H considers such social mobility as an example of successful interaction.
- While source G views religious conversion after baptism as the main factor for social success, source H considers the influence of other factors such as occupation and marriage patterns.

8. Using the sources and your own knowledge, to what extent do you agree with the view that the Inquisition restricted the freedom and prosperity of Jews and *conversos* in late-medieval Spain? [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.

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Indicative content

- Source E** It mentions customs and rituals that were condemned by the Inquisition. It became dangerous for Jews to practise them. However, it also suggests that many *conversos* remained faithful to Judaism.
- Source F** It clearly shows the Inquisition controlling the Jewish population. It depicts the expulsion of the Jewish communities by the civil and religious authorities. It shows the trauma this event represented to the Jewish population and shows the economic cost of the expulsion.
- Source G** It defines the Inquisition in Spain as an institution created to fight the judaizing heresy, which forced the Jews to baptise and become members of the Catholic Church. However, the source mentions that despite conflicts, *conversos* could access high positions in the social hierarchy.
- Source H** Suggests that, despite the widespread distrust and the activities of the Inquisition, access to the world of commerce, finance and manufacturing was open for *conversos*. Their access to political and religious positions of power was further evidence of the opportunities available for them.

Own knowledge

Candidates might discuss the impact of the Alhambra decree of 1492, which forced the Jewish community to choose between baptism or expulsion. It is estimated that approximately 100 000 people left Spain and sought refuge in other kingdoms like the Netherlands and France. The Jewish community also lost some of their most renowned members, such as the richest and educated elite and several rabbis, who opted for conversion to Christianity. Candidates could also refer to the actions conducted by the inquisitor Tomás de Torquemada against the judaizer heresy. Also, many *conversos* suffered segregation because of the pure-blood status that prevented them from access to positions in the political hierarchy.

Candidates could provide evidence of the limited effects of the Inquisition's persecution by providing further detail regarding the levels of social and economic success of *conversos* considering that several *conversos* managed to achieve social success. They can discuss the limited success of the pure-blood regulations that were widely criticized and only applied in Castile. They can also highlight that many of the expelled men and women returned to Spain in the 17th century and were allowed, after baptism, to recover their properties.

Prescribed subject 3: The move to global war

For the attention of all examiners: if you are uncertain about the content/accuracy of a candidate’s work please contact your team leader.

9. (a) What, according to Source J, were the challenges faced by the Nationalist [Guomindang] government of China as a result of the outbreak of war with Japan in 1937? **[3]**
- Jiang Jieshi lost the opportunity to centralize power and improve the economy.
 - The Nationalists were displaced from their traditional power base.
 - The Nationalists were unable to crush the Communists.
 - The resulting political instability bred fear and discontent.

*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 L suggest about relations between the Chinese Communist Party and the Nationalist Party [Guomindang] in 1937? **[2]**
- Both parties were prepared to cooperate with each other.
 - The alliance was in response to Japanese aggression.
 - An alliance between the two parties would effectively “close the door” on Japanese invasion.

*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 K for an historian studying political instability in China between 1931 and 1941. **[4]**

Value:

- Extract from a speech by the leader of the Chinese Nationalist [Guomindang] government in 1934, contemporary to the events under study.
- As head of the Nationalist government, Jiang Jieshi had access to government intelligence and information.
- Jiang Jieshi is speaking to officers of his army. The speech shows how political instability in China was a great concern for the Nationalist government and the extent to which Jiang Jieshi considered it an obstacle in the fight against Japan.

Limitations:

- The fact that the speech was made in 1934 but was not released until 1937 suggests the Nationalist government had concerns about the information being made public at the time. It suggests some level of censorship or political manipulation of the speech.
- As a speech made to officers, Jiang Jieshi may be exaggerating his worries to gain their support in the defence of the Nationalist government.
- The speech, based on events up to 1934, does not provide a comprehensive account of the political situation in China throughout the entire period.

*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]**. Origins, purpose and content should be used as supporting evidence to make relevant comments on the values and limitations. For **[4]** there must be at least one reference to each of them in **either** the values **or** the limitations.*

11. Compare and contrast what Sources I and J reveal about political instability in China up to 1941.

[6]

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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.
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Comparisons:

- Both sources identify 1937 as a turning point that ended the Nationalists’ chances to centralize power.
- Both sources state that the Japanese invasion deprived the Nationalists of their control of industrial centres.
- Both sources claim that the Communists were isolated in Shaanxi, a poor area.

Contrasts:

- Source I considers isolation in northern China compromised the Communists’ opportunities to succeed whereas Source J claims that it provided them with an opportunity to expand their influence in the region.
- Source J claims that the armed conflict between Communists and Nationalists persisted after 1937 whereas Source I states that they formed a united front and that only by 1941 they confronted one another again.
- Source I identifies political instability in China as being caused by tensions between Nationalists and Communists whereas Source J considers that regional militarists were also a serious threat to the government.

12. Using the sources and your own knowledge, discuss the view that Japanese aggression furthered political instability in China between 1931 and 1941. [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.
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Indicative content

Source I Japanese aggression ended Jiang Jieshi’s opportunity to centralize the state. It deprived the Nationalists of industries and fertile land. It also led to a period of unity; however, cooperation between Nationalists and Communists was nominal and ended in 1941.

Source J Japanese aggression weakened the Nationalists both politically and economically. It provided the Communists with an opportunity to expand in the North. The source identifies other factors contributing to political instability in China such as political fragmentation and the influence of regional militarists. The clash with Japan became a unifying force.

Source K Jiang Jieshi identifies disruptive groups who challenged the Nationalist government, further adding to political instability. This compromised the government’s chances to effectively confront Japan.

Source L The source shows that the Chinese Nationalist [Guomindang] and the Chinese Communist Parties allied to confront Japanese aggression. It reveals the

Own knowledge

impact of Japanese policy on China by suggesting that, in 1937, both parties were prepared to compromise to prevent Japanese expansion.

In their responses, candidates may refer to the effects of the Japanese invasion of Manchuria on Chinese politics. They may, for example, offer further details on Jiang Jieshi's policy of prioritizing the fight against the Communists over the fight against Japan ("internal pacification before external resistance"). They may discuss the impact of this policy on popular support for both the Chinese Nationalist [Guomindang] and the Chinese Communist Parties. They may refer to political tensions emerging before the foundation of the Second United Front, such as the conflict between Jiang Jieshi and Zhang Xueliang, the young marshal, who believed the war against Japan should be prioritized over the fight against Communism. Reference to the negative economic impact of the Sino-Japanese War could also be relevant as it undermined the Guomindang and provided opportunities for the growth of opposition. Candidates may also discuss the ways in which the Chinese Communist Party defended and then liberated peasant communities from the Japanese.

Candidates may also argue that political instability in China had other causes not linked to Japanese aggression. They could offer detail on the Guomindang's failed promises of land reform and democracy for China. Jiang's use of repression increased his unpopularity and furthered political instability. Candidates may also discuss the policies of other countries, such as the USSR and US, and the extent to which these contributed to furthering political instability in China.

Prescribed subject 4: Rights and protest

For the attention of all examiners: if you are uncertain about the content/accuracy of a candidate's work please contact your team leader.

13. (a) What, according to Source M, were the effects of the Selma March? [3]
- Violent encounters between protestors and state authorities.
 - There was a sense of national outrage.
 - Congressmen of both parties called for civil rights legislation to be put to Congress.
 - Lyndon B Johnson was under pressure to act faster.

*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 voter registration before the Voting Rights Act of 1965? [2]
- Voter registration rates amongst both whites and blacks varied from state to state.
 - In all states shown, the percentage of registered black voters was lower than that of white voters.
 - Black disenfranchisement was especially acute in Mississippi and/or black voter registration was highest in North Carolina.

*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 struggle for voting rights for African-Americans during the 1960s?

[4]

Value:

- The speech is by George Wallace, Governor of Alabama on 4 July 1964. He was an important political figure and he would have to implement the Civil Rights Act.
- It provides a contemporary insight into views on civil rights reform by its opponents.
- The emotional language of the speech demonstrates the strength of feeling regarding civil rights issues.

Limitations:

- It is a speech aimed at whipping up opposition to this Act and the strident tone adopted by Wallace in his speech shows how emotive such opposition could be.
- One cannot tell how representative Wallace's views were—it is just one man's speech.
- Since this speech was made in 1964, it cannot tell us the extent to which opposition to the implementation of the Voting Rights Act 1965 would be significant in blocking African-Americans' access to the vote.

*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]. Origins, purpose and content should be used as supporting evidence to make relevant comments on the values and limitations. For [4] there must be at least one reference to each of them in **either** the values **or** the limitations.*

15. Compare and contrast what Sources O and P reveal about the attitudes of political leaders towards civil rights reform.

[6]

Marks	Level descriptor
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Comparisons:

- Both sources claim to advance the cause of freedom.
- Both sources show political leaders are highly emotive in their analysis of civil rights.
- Both sources express discontent with the current situation.

Contrasts:

- Source O Wallace expresses total opposition to Lyndon Johnson’s legislation because it represents a tyrannical attack on freedom whereas in Source P Lyndon Johnson sees his legislation as advancing freedom.
- Source O’s argument is mainly based upon constitutional matters (the power of federal government relative to states’ rights) whereas Source P’s argument focuses upon the question of racial discrimination and the obstacles placed in the way of voting rights for African-Americans.
- Source P claims that the purpose of the civil rights legislation is to deal with an internal American problem whereas Source O asserts that this legislation is part of a left-wing attempt to destroy human rights, and that it will lead to circumstances akin to the situation in Red China and the Soviet Union.

16. Using the sources and your own knowledge, discuss the reasons why legislation, including the Civil Rights Act of 1964, had not been effective in helping African-Americans to gain full voting rights.

[9]

Marks	Level descriptors		
	Focus	Use of sources	Own knowledge
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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.
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Indicative content

- Source M** This source shows that the Civil Rights Act of 1964 was not effective because of the official and brutal state response in Alabama to the African-Americans’ attempt to exercise civil rights. It was this outrage that gave further impetus to the push for a federal voting rights bill.
- Source N** The source demonstrates that despite legislation, the percentage of African-American voters in the southern states (particularly in Mississippi and Alabama) was low and further progress was necessary.
- Source O** Wallace’s speech in July 1964 shows how federal intervention in favour of African-Americans’ civil rights was opposed on the grounds of states’ rights and “democracy”. It reveals the strong opposition against the Act posed by state government authorities such as Governor Wallace. This speech makes it clear that the Civil Rights Act 1964 would not be effective in ensuring voting rights for African-Americans.

Source P This speech by Lyndon Johnson in 1965 was in reaction to the violent racist opposition to the Selma Marchers' demand for African-American voting rights. The source describes the various stratagems still being applied in 1965 (one year after the passage of the 1964 Act) in order to deny the vote to African-Americans. It shows there were racial barriers preventing the effective application of the legislation.

Own knowledge Candidates may argue that civil rights legislation was largely ineffective because of the unwillingness of state authorities to enforce any legislation. It was also a fact that most African-Americans did not have the political and economic influence to assert their rights. Candidates may refer to the Civil Rights Act 1957, which intended to ensure voting rights for African-Americans but was, in practice, ineffective because the sanctions against those opposing such rights were too feeble. The Civil Rights Act 1960 required local authorities to keep records of voter registration. However, these two Acts had minimal effect—by 1963 only 200 000 of the South's 20 million African-American citizens were registered to vote. Also, both the 1957 and the 1960 Acts encountered filibuster tactics in the US Senate, for example, in 1957 Senator James Thurmond opposed the Act in a speech which lasted 24 hours and 18 minutes. The Mississippi Freedom Riders' campaign to secure voter registration for African-Americans in the summer of 1964 had limited success due to violence it encountered from the state police and the Ku Klux Klan (for example, three civil rights workers were murdered in Mississippi). The focus of the Civil Rights Act was upon the desegregation of any facility or public place and upon fair access to employment, rather than upon voting rights.

Prescribed subject 5: Conflict and intervention

For the attention of all examiners: if you are uncertain about the content/accuracy of a candidate’s work please contact your team leader.

17. (a) What, according to Source Q, were the reasons why so many people took part in the violence in Rwanda? **[3]**
- People were forced to join the killers.
 - There was social pressure to participate in the violence.
 - There was a struggle over land ownership.
 - Some people argue that it was due to “long-simmering resentment” between Hutu and Tutsi.

*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 T suggest about the violence in Rwanda? **[2]**
- Places of worship were not exempt from the violence.
 - Substantial numbers were killed.
 - The blood-stained material suggests the attacks were especially brutal.

*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 Q for an historian studying the reasons why people participated in the Rwandan genocide. [4]

Value:

- The source is a newspaper article from The New York Times in August 1994 based on interviews with people directly involved in the violence only a few months earlier. It is a respected newspaper and its author won an award for his coverage of the events.
- The source conveys to US readers, and the wider world, the extent of the violence in Rwanda and it explains why the violence happened.
- The testimonies of the teacher and Christian minister give clear reasons why they had to participate in the violence.

Limitations:

- The source was published in August 1994 and may be deemed to be too close to the actual events in April and May to really offer a full explanation of why the violence occurred.
- The source is by a journalist and not an historian, and while the journalist may be award winning, the material may be written to interest a wider audience.
- The people interviewed by the journalist may be trying to justify or excuse their participation in the violence.

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

19. Compare and contrast what Sources R and S reveal about the nature of the genocide in Rwanda.

[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**.

Comparisons:

- Both sources claim that the massacres were organized affairs. Source R claims that the violence was not carried out by “death squads”, but by ordinary people guided by armed militia and trained infantrymen and Source S explains that the Tutsi people were “rounded up” by the Gendarmerie and taken to the church before civilian militiamen killed them.
- Both sources identify churches as places where massacres took place.
- Both sources explain the importance of identity cards in the discrimination and violence against the Tutsi.

Contrasts:

- Source R claims that the Church was an active participant in the killing and that priests were divided between those who were victims and those who participated in the violence whereas Source S implies that the priests were held captive during the massacre.
- Source R indicates that ordinary people such as doctors and teachers sometimes acted independently whereas Source S stresses the massacre was not “a spontaneous act” and identifies the role of organized groups in it.
- Source S focuses only on the massacres whereas Source R suggests that discrimination took other forms including denunciations by teachers and some doctors’ refusal to treat Tutsis.

20. Using the sources and your own knowledge, to what extent do you agree with the statement in Source Q that “It was not random violence that engulfed” Rwanda in 1994? [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** This source emphasises that ordinary people like Mr Micomyiza and Mr Ndutiye were coerced into joining the killers to save their own lives. Mobs roamed the towns and pressurised people to join them. The source shows the existence of long-lasting resentment.
- Source R** This source claims that although the killing was done by ordinary people they were guided by armed militia and trained infantrymen. This implies that the killing was highly organized. However, later in the source the author does identify several independent acts of violence and persecution such as teachers taking it upon themselves to kill Tutsis, and some doctors refusing to treat them.
- Source S** Source S indicates that the violence was not spontaneous, but rather the result of coordination between several official groups such as “the army Gendarmerie, Interahamwe, and the civil service.”

- Source T** Candidates may infer from the heaps of clothing depicted in this source that the killings were brutal and took place on a significant scale. They could also, or alternatively, argue that because the killings took place in a church that the violence was random and out of control.
- Own knowledge** Candidates may refer to long standing issues between the Hutu and Tutsi to show that the genocide was not “random violence”. For example, they could refer to historical rivalries and the discrimination against Hutus. Habyarimana formed the National Republican Movement for Development (NRMD), and its youth wing, Interahamwe, later became a Hutu Power militia group. They could discuss the role of exiled Tutsis in forming the Rwandan Patriotic Front (RPF) that invaded Rwanda in 1990 and resulted in the outbreak of civil war. Candidates may also discuss the significance of anti-Tutsi propaganda, like *The Hutu Ten Commandments*, *Kangura* and *RTLM* [Radio Télévision Libres des Mille Collines]. There is also evidence that Dallaire foresaw an impending genocide, which indicates some planning. Candidates could argue that the assassination of President Habyarimana on 6 April 1994 precipitated a political crisis, which led to the killing of Tutsis and moderate Hutus by the Rwandan Army, the Interahamwe and other Hutu Power militia groups.
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