

Markscheme

May 2021

History

Higher and Standard level

Paper 1

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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 C, encouraged violence against the Jews? [3]
- Richard I's punishments were inadequate.
 - The houses of the financiers were a source of envy.
 - Local barons and knights were in debt to the Jews.
 - Crusaders wanted plunder.

*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 reveal about anti-Jewish violence in York in 1190? [2]
- There was a large group of people involved.
 - The church was involved in the attack.
 - The castle offered the Jews limited protection against the 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 [2].*

2. With reference to its origin, purpose and content, analyse the value and limitations of Source A for an historian studying the treatment of the Jews during the reign of Richard I. [4]

Value:

- The author is an historian, specializing in medieval history, and is likely to have based his research on detailed information.
- The author's intention is to provide an overall account of Richard I's reign and thus the source provides context of the situation of the Jews during his reign.
- It offers detail on the violence against the Jews and Richard I's reactions to the events.

Limitations:

- The source was written about 800 years after the events it describes, so it may have been more difficult to find resources.
- The source is on Richard I, rather than specifically on the treatment of Jews, so the material offered on this subject may be limited.
- The source gives a mainly positive view on Richard I's response to the events and so may not consider any failures.

*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 the massacre of the Jews in York in 1190.

[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 identify attacks against the Jews perpetrated around the Great Sabbath.
- Both sources mention attacks on the houses and property of Jews.
- Both sources comment that Rabbi Yomtob played an important part in the Jews’ decision to kill their families.

Contrast:

- Source B states that they sought refuge in the house of prayer, whereas Source C states that they found refuge in the castle.
- Source B states that only knights participated in the killings, while Source C states that a wider section of the population was involved, such as the clergy, youth and workmen.
- Source B only focuses on the course of events in York, whereas Source C provides reasons why massacres occurred.

4. Using the sources and your own knowledge, examine the view that there was limited protection for the Jews in England during the reign of Richard I. [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 The source indicates that Christians attacked the Jews and Richard was unable to prevent this despite sending out letters to all regions of England.

Source B The source indicates that there was little protection of the Jews who saw their houses destroyed and their goods taken.

- Source C** The source argues that Richard I's punishments were inadequate. It states that protection for the Jews was limited and that violence occurred again when senior officials were in France. However, in 1190 the Chancellor tried to restore order.
- Source D** The source suggests that there was no safe place for the Jews in York as anti-Jewish feeling was widespread in the population.
- Own knowledge** Candidates may consider the inability of the government to control popular anti-Jewish feeling, particularly once Richard was on crusade. They may also consider that, despite the fact that the Jews were under Richard's special protection, they were still persecuted. They may argue that there was some level of protection as some Jews were helped to escape attacks. Legislation seemed not to provide protection as shown by the Exchequer of the Jews issued in 1194, which controlled some of the financial activities of the Jews such as loans and interest rates. Candidates may refer to the reaction of the government after the York massacre and mention the dismissal of the sheriff and the castellan.

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 causes of the Spanish expansion? [3]

- The Spanish expansion was part of a general European pattern after the depopulation of Europe in the 14th century.
- The threatening presence of Muslims and Turks also urged the expansion.
- Spaniards were driven by the zealotry of the Church.
- Spaniards were looking for trade, territories and populations to submit.

*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 actions of the Spanish conquerors towards the indigenous population? [2]

- They took the goods of the vanquished communities (livestock, precious metals [note: silver was important in Mexico]).
- They forced the indigenous population to work for them.
- They used military force to control the 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, analyse the value and limitations of Source H for an historian studying the Spanish conquest of the Americas. [4]

Value:

- The author lived in the Americas at the time of the conquest.
- As an official authority, his purpose was to report the abuses committed by the conquerors to Prince Philip II of Spain, therefore detail can be expected.
- It provides information on the motives and behaviour of the conquerors.

Limitations:

- The source was written in 1542 while the conquest was still under development and it may not provide a full explanation of the motives behind the conquerors' acts.
- Since its purpose was to report to the king about the situation in the Americas, some aspects could have been exaggerated.
- The source does not provide information about the royal response.

*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 causes for the Spanish exploration and conquest of the Americas.

[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 Spain wanted dominion over new lands and population.
- Both sources state that trade was an important reason for the Spanish expansion.
- Both sources state that religious motives played a role in the Spanish expansion.
- Both sources claim that the Reconquista played a significant role.

Contrast:

- While Source E attributes that the Spanish expansion emerged after the crisis in Europe in the 14th century, Source G considers it as a continuation of the Reconquista of Spain.
- Although both sources refer to a range of contributing causes, only Source E decides that one factor, in this case economic motivations, played a greater part in the Spanish expansion.

8. “Spanish expansion beyond Iberia was primarily economic in motivation” (Source E). 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.
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** The source claims that even if there was a range of motives, the expansion was primarily caused by economic factors.
- Source F** The source depicts the conquerors enriching themselves by using the workforce of the indigenous communities and taking their property.
- Source G** The source states that the Spanish expansion was a continuation of the Reconquista of Spain. It claims that besides the search for trade and lands, colonization was a great act of faith.
- Source H** The source claims that conquerors were moved by greed and their ambition was to take the gold from the natives and raise themselves to high positions. It also denounces the crimes committed against the natives.

Own knowledge

Candidates may support the statement by considering the expansion of the bourgeoisie and its trade activities, the demand for products such as spices, cotton, silk, gemstones and medicinal plants, and the blocking of established routes by the Ottomans that forced the Europeans merchants to find new routes.

Candidates may offer further detail on the opportunities for social promotion that came with the acquisition of land. They may refer to the European demands for precious metals.

Candidates may challenge the statement by referring to scientific developments and improvements in navigation techniques that promoted exploration. They can also consider the political rivalry between Portugal and Spain that led both crowns to expand their dominions. They could offer further detail on the role played by the Church in its quest to expand its influence.

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 I, did Fascism and Nazism have in common? [3]

- They both desired peace.
- They had common enemies.
- Both believed violence was a determining force.
- Both counted on the youth.

*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 foreign policies of Italy and Germany? [2]

- They had similar foreign policies.
- Their foreign policies were aggressive.
- Their policies could result in war.

*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 the impact of ideology on the foreign policies of Italy and Germany. [4]

Value:

- The author had direct experience of Nazi Germany.
- His purpose was to inform on his visit to Nazi Germany.
- It discusses reasons for Italo-German cooperation.

Limitations:

- The source is from 1937 when events were still unfolding.
- The book is intended to be a study of Nazi Germany, so the attention to Italian foreign policy could be limited.
- As a visitor in Germany, he may not have had an in-depth understanding of Nazi ideology and its foreign policy.

*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 German and Italian foreign policies.

[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 there were similar aspirations in German and Italian foreign policies.
- Both sources discuss revisionism of post-war peace treaties.
- Both sources identify that Germany and Italy had common enemies regarding foreign policy.

Contrast:

- While Source K claims Italy and Germany were together mainly because of their common enemies, Source L claims they had ideological affinities.
- While Source K highlights the conflicting interests between German and Italian foreign policies, Source L claims that German policy could be beneficial to Italy.
- Source K claims Germany did not like Italy, but Source L states that Hitler supported and was loyal to Mussolini.

12. Using the sources and your own knowledge, evaluate the influence of ideology on the foreign policies of Italy and Germany.

[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 I** This source states Fascist and Nazi foreign policies shared ideological principles. However, it also mentions the existence of common enemies as a factor influencing their foreign policies.
- Source J** This source represents the significance of force in Italian and German foreign policies. It is consistent with the importance given to it by Fascist and Nazi ideologies.
- Source K** The source argues Germany and Italy clashed on essential issues. It argues they had been drawn together because they had common enemies. It claims that the Germans did not respect the Italians.
- Source L** The source states Germany and Italy had a significant ideological affinity. It also mentions the role of other factors, such as strategy, in shaping their foreign policies. It claims their territorial ambitions were not incompatible.

Own knowledge

Candidates may provide additional information on the role of ideology in Italian and German foreign policies. For example, they both supported General Franco's Fascist forces and opposed the Left during the Spanish Civil War.

Candidates may refer to the Nazi–Soviet Pact of August 1939 and claim that it showed ideology was not a significant factor for Hitler. They may argue that relations between Italy and Germany were also based on pragmatism as Hitler recognised Italian control of Abyssinia to gain Mussolini's support for the German annexation of Austria. They could also refer the Anglo–Italian agreement in April 1938 and claim it demonstrated Mussolini's lack of concern for ideology. Candidates may discuss the role of opportunism and argue that Hitler allied with Mussolini only to prevent him from joining Great Britain and France. In a similar way, Italy found in an alliance with Germany protection for its continental territory and an opportunity to expand in Africa and the Mediterranean.

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 P, were the criticisms of civil rights leaders made by Malcolm X and the Nation of Islam (NOI)? [3]
- They viewed civil rights leaders as cowards.
 - They questioned the recruitment of women and children for marches.
 - They opposed non-violence as a tactic.
 - Unlike the civil rights leaders, the NOI believed in complete racial separation.

*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 reveal about the struggle for civil rights? [2]
- The struggle faced violence.
 - Law enforcement took part in brutal attacks.
 - Alabama State Troopers participated in violence without remorse.

*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 M for an historian studying the African American struggle for civil rights during the period 1954–1965. [4]

Value:

- The source gives insight into the contemporary attitudes of the Student Non-violent Coordinating Committee.
- It offers the arguments used in favour of non-violence.
- It demonstrates how students were involved in the struggle for civil rights.

Limitations:

- It does not show how effective the outcome of the non-violent approach was.
- The source only offers the perspective of one organization.
- It is seeking to persuade in favour of non-violence, ignoring other approaches.

*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 struggle for civil rights. [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 that the struggle for civil rights encountered violent opposition.
- Both sources claim that acts of disobedience were supported.
- Both sources identify non-violence as one of the methods used during the struggle.

Contrast:

- While Source O focuses only on the leading role of Martin Luther King, Source P also discusses the role of Malcolm X.
- Source O’s emphasis is about the application of love in the face of violence, whereas in Source P Malcolm X advocated the use of violence in self-defence.
- In Source O, Martin Luther King seeks an end to segregation. In contrast, in Source P, Malcolm X seeks complete separation between black and white people.

16. Using the sources and your own knowledge, evaluate the effectiveness of non-violence in the African American struggle for civil rights.

[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** The source claims that non-violence is an effective method in achieving civil rights. It shows the importance of non-violence in the SNCC’s strategies.
- Source N** This source demonstrates the likely ineffectiveness of non-violence in the face of police brutality.
- Source O** This source demonstrates not only Martin Luther King and his followers’ belief in non-violence in the face of violence, but it also shows the effectiveness of such an approach in ending segregation on buses in Montgomery.
- Source P** This source offers Malcolm X’s arguments on the ineffectiveness of non-violence and his support of armed self-defence.

Own knowledge

Candidates may refer to examples of non-violence being effective in furthering civil rights. For example, they may discuss successful legal challenges, such as Brown versus Board of Education. They may refer to marches and rallies which brought civil rights to the fore, spurring the federal government into action and leading to the passing of the Civil Rights Act 1964.

Candidates may offer further details on divisions within the civil rights movement as a result of the non-violent approach. They may also refer to disillusion with King's methods. Candidates may argue the brutal deaths of freedom riders in 1964 were a consequence of the ineffectiveness of the non-violent approach. Candidates may argue that non-violence failed to eliminate deep-seated racism.

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) How, according to Source T, did the Hutu power structure impose its authority in refugee camps? [3]

- The Hutu power structure controlled most of the camps’ administration.
- They worked with the UNHCR and NGOs on food distribution, health and schooling.
- They collected taxes from the refugees.
- They controlled dissenters through 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 R suggest about the living conditions of Rwandan refugees in camps? [2]

- There was overcrowding.
- Healthcare was basic.
- Children suffered malnutrition and/or disease.

*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 Rwandan refugee crisis of 1994–1996. [4]

Value:

- It provides information on the magnitude of the crisis and actions undertaken by UNHCR officials.
- It offers a contemporary assessment of the UNHCR’s performance in dealing with the refugee crisis.
- It offers the UNHCR’s views on the role played by NGOs.

Limitations:

- Published by the UNHCR, the source may exaggerate its success in dealing with the crisis.
- It was written at a time when the crisis was unfolding.
- The source focuses on one refugee camp only and therefore information on the Rwandan crisis 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.*

19. Compare and contrast what Sources Q and S reveal about the problems faced by the UNHCR during the refugee crisis.

[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 agree on the magnitude of the emergency to be faced: 250 000 Rwandan refugees had fled into Tanzania.
- Both sources argue that coordinated action between the UNHCR and NGOs led to a successful resolution of the emergency crisis.
- Both sources suggest that the UNHCR had to deal with security issues.

Contrast:

- Source S suggests that the response was ineffective, whereas Source Q suggests the overall response was effective.
- While Source Q mentions a range of problems that the UNHCR had to deal with, Source S focuses exclusively on security issues.
- While in Source Q the challenges faced by the UNHCR are ascribed to the large number of refugees, Source S claims that the UNHCR problems were due to the presence of alleged war criminals.

20. Using the sources and your own knowledge, to what extent do you agree with the view that Rwandan refugees found security and aid in camps during the period 1994–1996? [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 argues that cooperation between the UNHCR and NGOs allowed a secure entrance into Tanzania of 250 000 Rwandese in April 1994 and saved lives. It praises actions carried out by partner NGOs to grant refugees protection. However, it describes challenges faced on a daily basis in terms of providing protection against epidemics, hunger, access to water, and security.

Source R The source suggests that healthcare was organized in camps by NGOs such as the Red Cross to protect refugees against epidemics. However, it reveals that sickness and malnutrition threatened the population.

- Source S** This source argues that the UNHCR, in collaboration with partner NGOs, organized a successful emergency response. However, it claims that alleged war criminals at camps threatened security.
- Source T** The source states that camps organized health, schooling and food distribution. However, it argues that Hutu extremists threatened the personal security of opponents and of those who wished to return to Rwanda.
- Own knowledge** Candidates may offer further details on the actions carried out to provide safe water, education and health, including vaccination campaigns. They may refer to the logistic support provided by the US military. They may also argue that, fearing Rwandan Patriotic Front (RPF) violence, many Hutu found greater protection in camps than in Rwanda.
Candidates may also discuss that camps in Tanzania provided better protection than camps in Zaire, as the former had already hosted Burundi refugees in 1993; and politics and ethnic divisions in Zaire allowed Hutu power leadership to militarize camps.
Candidates may argue that the outbreak of the First Congo War in 1996 had a negative impact on conditions in camps.
Candidates may also evaluate the impact of foreign powers on living conditions in the camps. They may refer to the cholera epidemic which killed over 50 000 Rwandans at the Goma camp in July 1994.
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