

# Markscheme

November 2021

History

Higher level and standard level

Paper 1

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**Prescribed subject 1: Military leaders**

1. (a) Why, according to Source A, was Genghis Khan a successful leader? **[3]**

- Genghis had military and political skill, and also had a reputation as a fair judge.
- He created a better way of dividing plunder among the tribes.
- Genghis used the shamans to spread tales to enhance his image.
- He had a direct connection with the common Mongol soldiers.

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

(b) What does Source D suggest about the military campaigns under the leadership of Genghis Khan? **[2]**

- Genghis Khan's many campaigns led to a significant expansion of his Empire.
- The campaigns spread out from a central base.
- Genghis Khan also conducted campaigns reaching as far as Korea in the east and the Russian Principalities in the west.

*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 C for an historian studying the leadership of Genghis Khan.

[4]

**Value:**

- It provides a 13th-century perspective from an explorer who travelled to Asia.
- As it intends to offer a description of Asia, information on Genghis Khan's leadership and the Mongol Empire is expected.
- It provides information about Genghis Khan's leadership qualities and the expansion of his empire.

**Limitations:**

- As it was written in the late 13th century, the author had no direct experience with Genghis Khan and his empire.
- The author's description of the leadership of Genghis Khan lacks balance, it is a very positive account.
- Because of the broad nature of the book, the treatment of Genghis Khan could 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 A and B reveal about the leadership of Genghis Khan.

[6]

Marks	Level descriptor
5–6	• The response includes clear and valid points of comparison <b>and</b> 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 highlight Genghis Khan’s military and political skills as important factors as a powerful leader.
- Both sources state that he offered plunder to his followers.
- Both sources claim that Genghis Khan’s rule was dependent on continued success.
- Both sources highlight the role of shamans in supporting Genghis Khan’s leadership.

**Contrast:**

- Source A highlights Genghis Khan’s supreme leadership whereas Source B states that nobles had direct control over their followers.
- Source A claims shamans were used to promote Genghis Khan’s leadership favourably whereas Source B states that shamans provided some limits to the chief’s authority.

4. “Chinggis [Genghis] Khan built his power base and his tribal empire through battle” (Source B). Using the sources and your own knowledge, to what extent do you agree with this statement?

[9]

[Source: Lane, G., 2004. *Genghis Khan and Mongol Rule*. Indianapolis and Cambridge: Hackett, pp. 5–6. Adapted.]

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** Genghis Khan’s military skill reinforced his reputation as a leader within the tribes. However, by changing the way plunder was distributed, Genghis Khan was further able to reinforce his leadership and created a direct connection with the Mongol soldiers. His power base was also boosted through the use of shamans.

**Source B** Genghis Khan’s military success allowed him to increase the number of troops and followers. However, his followers only remained loyal as long as Genghis was able to continue rewarding them with benefits. His charisma and the confirmation of his authority by shamans and nobles were also necessary elements.

- Source C** Genghis Khan was responsible for arming his people and leading them to conquer new lands. Each conquest provided new resources to continue the expansion. Together with his lordship and nobility, the fact that Genghis did not cause great harm to conquered lands persuaded many people to willingly submit to his leadership.
- Source D** The map clearly depicts the contribution of military campaigns to expanding his empire.
- Own knowledge** Candidates may refer to Genghis Khan’s campaigns to unite the tribes against the Xi Xia kingdom of north-western China and the Khwarezm Empire as examples of battles that allowed him to build the Mongol Empire. Candidates may give further details about his effective military tactics such as his preference to fight with a large reserve of cavalymen and his deployment of the strategy of false withdrawal. Candidates may argue that other factors such as the abolition of inherited aristocratic titles allowed Genghis to reinforce his leadership and to build a successful empire. Candidates may also refer to the significance of religious tolerance; the prohibition of selling and kidnapping women and the enslavement of any Mongol; the application of serious punishments for robbery; and the adoption of a writing system and census in the building of his power base.

**Prescribed subject 2: Conquest and its impact**

5. (a) What, according to Source G, were the consequences of Atahualpa’s encounter with Francisco Pizarro? **[3]**
- Atahualpa was attacked and captured by Pizarro.
  - His followers offered little resistance to the Spaniards.
  - Atahualpa proposed to buy his freedom and delivered gold and silver to the Spaniards.
  - He was accused of treachery and executed.

*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 payment of Atahualpa’s ransom? **[2]**
- Many Incas helped to transport the massive ransom.
  - The ransom consisted of large pieces of gold and valuable items.
  - Armed Spaniards controlled the payment of the ransom.

*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 E for an historian studying the reactions to Atahualpa’s imprisonment.

[4]

**Value:**

- It provides a 16th-century perspective from a Spanish conqueror.
- It shows that Atahualpa’s imprisonment gave opponents the opportunity to rise up against his control.
- The intention of the author is to chronicle the events of the conquest.

**Limitations:**

- Since it is based on contemporary accounts it lacks the benefit of hindsight.
- It only gives the Spanish perspective on Atahualpa’s imprisonment.
- The information about Atahualpa’s capture could have been exaggerated to highlight the success of the Spanish conquest.

*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 Atahualpa and the conquest of Peru.

[6]

Marks	Level descriptor
5–6	• The response includes clear and valid points of comparison <b>and</b> 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 Atahualpa was attacked and captured by Pizarro during their meeting.
- Both sources reveal that a ransom was offered to the Spaniards to free Atahualpa.
- Both sources state that Atahualpa was executed by Pizarro.
- Both sources mention the conflict between Atahualpa and his brother Huascar, who was executed on Atahualpa’s orders.

**Contrast:**

- Source G states that the Spaniards accused Atahualpa of treachery whereas Source H claims Atahualpa was charged with false accusations.
- Source G claims that after defeating Atahualpa, the Spaniards installed puppet Inca emperors and received local support whereas Source H states that the Incas continued to resist Spanish rule.

8. Using the sources and your own knowledge, evaluate the significance of Atahualpa’s fall to the conquest of Peru.

[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** Atahualpa’s fall exposed divisions within the Inca Empire. Many indigenous populations rose up against his rule and facilitated the Spanish conquest.

**Source F** In order to gain his freedom, Atahualpa offered the payment of a large ransom in objects made of precious metals. The ransom enriched the Spanish conquerors.

**Source G** The Spaniards feared renewed resistance if Atahualpa was free to lead his armies. After the execution of Atahualpa, the Spaniards were able to continue the conquest of Peru, installing puppet emperors on the Inca throne, and benefitted from the support of many districts.

- Source H** Despite the execution of Atahualpa, the Spaniards still encountered opposition to their conquest from other Inca leaders such as Manco Inca. Manco Inca was a constant threat to the Spanish.
- Own knowledge** Candidates may also mention the civil war between Atahualpa and his brother Huascar that resulted in the execution of Huascar and many members of his family. This caused a power vacuum within the indigenous populations. The civil war also produced a division within the indigenous populations and many of them helped the Spaniards. Candidates may argue that Atahualpa was considered a key ruler and also heir to the hero Manco Cápac. In consequence, his fall left his people without any guidance. Candidates may also consider that Atahualpa's fall in Cajamarca allowed Pizarro to quickly take control over the rest of the Inca Empire, and to introduce a superior army in the region.

**Prescribed subject 3: The move to global war**

9. (a) What, according to Source I, were the reasons for the signing of the Nazi–Soviet Pact? [3]

- As a result of the policies of England, the relationship between Germany and Poland had become unbearable.
- The Germans in the border areas between Germany and Poland were being persecuted.
- The current policy of Poland had brought about a complete standstill in Danzig's economic life.
- The Soviet government was now more willing to negotiate with Germany.

*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 relationship between Hitler and Stalin? [2]

- They are both shaking hands indicating that relations between them seem to be good.
- They are both hiding something behind their back, suggesting mistrust. This is supported by the caption “doubtful friends”.
- The map of Poland they are standing on suggests that they have agreed to share Poland between them.

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

10. With reference to its origin, purpose and content, analyse the value and limitations of Source I for an historian studying the Nazi–Soviet Pact.

[4]

**Value:**

- It is a letter by Hitler himself, Fuhrer of Germany, after the Nazi–Soviet Pact was signed.
- Its intention is to justify to Mussolini why the Pact was necessary and to gain Mussolini’s support.
- It clearly identifies the reasons why Hitler wanted an agreement between Germany and the USSR.

**Limitations:**

- The source only gives an unofficial statement of policy while events were still unfolding.
- The aim behind the letter is to gain Mussolini’s support and it may be merely exaggerating the reality of the situation.
- It only offers a German perspective on the agreement and does not consider a Soviet perspective.

*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 the Nazi–Soviet Pact and the outbreak of war.

[6]

Marks	Level descriptor
5–6	• The response includes clear and valid points of comparison <b>and</b> 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 Hitler sent a personal message to Stalin to help to advance Ribbentrop’s visit.
- Both sources suggest the importance of the secret agreement.
- Both sources state that Britain would stand by its obligations to Poland.
- Both sources agree that Italy was unprepared to go to war.

**Contrast:**

- Source K suggests that Hitler and Stalin were satisfied with the agreement whereas Source L states neither side seriously believed that it would last.
- Source K states that Britain wanted to pursue diplomacy with Germany whereas Source L suggests that Chamberlain was more belligerent.

12. Using the sources and your own knowledge, discuss why Germany attacked Poland in September 1939.

[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** Hitler claimed that Germans were being persecuted and that Polish policy was ruining Danzig. A more aggressive policy by Germany was thus needed. The Nazi–Soviet Pact also gave Hitler the confidence to attack Poland in September 1939.

**Source J** Shows the new relationship between Hitler and Stalin in September 1939. They have signed the Nazi–Soviet Pact; guaranteeing their respective spheres of influence and opening the door for a German invasion of Poland.

- Source K** The Non-Aggression Pact between Germany and the USSR guaranteed the neutrality of either country if war broke out. The secret agreement ensured the establishment of both countries' spheres of influence. The Pact allowed Hitler to attack Poland without fear of interference from Stalin.
- Source L** Hitler had ensured Stalin's neutrality so he could attack Poland. Hitler also hoped that Britain would remain neutral and not become embroiled in any war between Germany and Poland so on 1 September 1939 Germany attacked Poland.
- Own knowledge** Candidates may refer to *Lebensraum* and Hitler's policy of *Ostpolitik* as background detail, but the main focus should be on events directly leading to the outbreak of war. By the middle of 1939, Hitler had become increasingly confident that Britain and France would remain neutral; due to the policy of appeasement and inaction, with regard to Austria, the Sudetenland and Czechoslovakia. Hitler wanted to achieve his long-term goal of reuniting East Prussia with Germany and abolishing the Polish Corridor.
- Some may argue that Hitler's decision to attack Poland was motivated by the economic situation in Germany. Candidates may also argue that the German High Command had already made plans for the attack on Poland in the summer of 1939. The conclusion of the Nazi–Soviet Pact in August 1939 allowed them to execute their plans. Hitler intended to use Poland as a launchpad for a subsequent attack on the Soviet Union.

**Prescribed subject 4: Rights and protest**

13. (a) What, according to Source M, were President Johnson’s reasons for introducing the Voting Rights Act? **[3]**

- Johnson was shocked at the brutality suffered by peaceful protesters in Selma.
- He wanted to eliminate illegal barriers to voting.
- Johnson wanted to uphold the American Constitution.
- He felt that it was deeply wrong to deny anyone the right to vote.

*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 struggle to achieve civil rights? **[2]**

- It was exhausting, as depicted by the horse.
- Progress in space research was rapid whereas progress in civil rights had come to a standstill.
- Resources for the struggle for the civil rights movement were limited compared to the US space program.

*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 policy of the US government in regard to voting rights.

[4]

**Value:**

- As the contemporary President of the US he is likely to have thorough knowledge of the situation.
- It suggests that the US government was aware of the need to help African Americans to exercise their right to vote.
- The source shows the rationale used to convince Congress to vote for the Act.

**Limitations:**

- The source provides no precise information about the illegal barriers which the US government was seeking to eliminate.
- The President may be exaggerating in order to win support in Congress for his Voting Rights Act.
- As events were still unfolding, we do not know how effective the Voting Rights Act was.

*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 effectiveness of civil rights legislation.

[6]

Marks	Level descriptor
5–6	• The response includes clear and valid points of comparison <b>and</b> 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 explain that the enforcement of the Civil Rights Act (1964) was weak.
- Both sources refer to the success of the Voting Rights Act in enabling more African Americans to vote.
- Both sources show how the Selma March in 1965 shocked President Johnson into enacting further legislation to enforce the Civil Rights Act (1964).
- Both sources refer to the need for Federal officials to ensure the enforcement of the law.

**Contrast:**

- Source P states that the Civil Rights Act (1964) was a great legislative achievement whereas Source O is more critical.
- Source O states that the Voting Rights Act (1965) transformed political power in the South, whereas Source P argues that it was mainly ignored in the South.

16. Using the sources and your own knowledge, discuss the contribution of the Civil Rights Act (1964) and the Voting Rights Act (1965) in ensuring that African Americans could exercise their right to vote.

[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** African Americans faced huge obstacles to registration and so the Voting Rights Act (1965) was needed to remove illegal barriers to voting. As a result of Selma’s peaceful protest, Johnson decided to act.

**Source N** Greater priority was given to the US space program than to the improvement of civil rights. The civil rights movement had stalled in 1961, showing that further progress was required to enable African Americans to vote.

- Source O** The Civil Rights Act (1964) had a limited contribution in increasing voter registration of African Americans in the South. The source claims that the Voting Rights Act (1965) was needed to make a significant contribution to the rise in African American voter registration in the South.
- Source P** The Civil Rights Act (1964) did not resolve the issue of voting rights as demonstrated by events in Selma and showed that further legislation was necessary because especially in the South many of the provisions were ignored. However, the Voting Rights Act (1965), with Federal intervention, contributed to a vast improvement in voter participation for African Americans.
- Own knowledge** Candidates may refer to the positive contribution to voter registration brought about by the Civil Rights Act (1964). They may also offer further examples of how literacy tests were not abolished in some states and how these continued to prevent many African Americans from voting. Candidates may refer to specific protest campaigns such as the Mississippi Freedom Summer of 1964 that indicated a frustration with the limited contribution of the Civil Rights Act (1964) to voting rights. Although the Voting Rights Act (1965) resulted in more African Americans being registered to vote, the total was still only around 35% of eligible voters. There were further attempts by the federal government to enforce the abolition of the poll tax. Still, candidates may mention that dissatisfaction remained and link this to the outbreak of the Watts Riots shortly after the Voting Rights Act (1965) was passed.

**Prescribed subject 5: Conflict and intervention**

17. (a) What, according to Source Q, were the causes of violence and conflict in Rwanda in 1994?

[3]

- Habyarimana had prevented Hutu and Tutsi divisions before he had been killed.
- The peasants believed Tutsis were responsible for the death of the president.
- The peasants said they had to defend themselves from the Tutsi enemy.
- The actions of both the Rwandan Patriotic Front (RPF) and Rwandan government led to 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 impact of the conflict in Rwanda by July 1994?

[2]

- The conflict had driven government soldiers into retreat.
- Large numbers of civilians were fleeing.
- There was chaos as people fled with all their belongings.

*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 conflict in Rwanda in 1994.

[4]

**Value:**

- The source offers a first-hand account from a witness of the conflict.
- The interview was given to explain the motives for participation in the violence.
- It suggests that both the RPF and the government were responsible for what happened in Rwanda.

**Limitations:**

- The witness had confessed to killing civilians and may want to justify his actions.
- It only offers insight into a pro-government position.
- The account is vague and does not offer specific details on events in 1994.

*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 actions of the Rwandan Patriotic Front (RPF) and the Rwandan government during the conflict in 1994.

[6]

Marks	Level descriptor
5–6	• The response includes clear and valid points of comparison <b>and</b> 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 the RPF leader had talked with Commander Dallaire.
- Both sources indicate that the RPF refused to negotiate with the government.
- Both sources claim that a policy of genocide against the Tutsi was pursued.
- Both sources refer to RPF military success escalating the violence.

**Contrast:**

- Source T focuses on the killing of Tutsi whereas Source S considers the impact on all civilians.
- Source T states that government politicians determined on a policy of genocide whereas Source S focuses on the role of the military in perpetrating the massacres.

20. Using the sources and your own knowledge, to what extent do you agree that the actions of the RPF intensified the violence in 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**                    The RPF war and the assassination of Habyarimana had destabilized Rwanda. The Tutsi were held responsible for the death of the president. But both sides, the RPF and the government, were responsible for the escalation in violence.

**Source R**                    The advance of the RPF had forced the government’s military into retreat and this led to large numbers of civilians to flee the violent situation in Rwanda.

- Source S** Hutu leaders believed that the RPF were responsible as it had refused to negotiate with the government. However, the government's military had planned to kill the Tutsi, thus increasing violence.
- Source T** The RPF did not want a ceasefire as it was winning the war. As a consequence, the government decided to destroy the RPF's Tutsi power base through a policy of genocide.
- Own knowledge** Candidates may offer more detail on the role of the Rwandan Patriotic Front, the legacy of the civil war and the policies of RPF leader Paul Kagame. It could also be argued that the government, and its Hutu extremist supporters, were responsible for the violence. Bagosora had not supported the Arusha Accords; after the assassination of Habyarimana he appointed the extremist government. The crisis committee had the real power and, led by Bagosora, implemented the genocide. Candidates may argue that the violence against the Tutsi had been pre-planned. The role of the media was important, for example in distributing the Hutu 10 Commandments; the role of Kangura magazine and the incitement to violence by the *Radio Television Libre des Mille Collines* [RTLM]. Candidates may argue that the inaction of the international community, despite Dallaire's warnings in the Genocide Cable, contributed to the escalation of violence.
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