

Markscheme

May 2025

History

Higher and Standard level

Paper 1

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Prescribed subject 1: Military leaders

1. (a) What, according to Source C, were the actions taken by the Mongols to overthrow their enemies? **[3]**

- The Mongol army marched quickly.
- The Mongol army took with them their families, herds and belongings to sustain them.
- The fastest fighters were sent in advance.
- The Mongols destroyed the armies of their enemies by encircling them and allowing none to escape.

*The above material is an indication of what students **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 Genghis Khan's power? **[2]**

- Genghis Khan is seated on a throne and is represented as the main authority.
- The fact that tributes are being given to Genghis Khan suggests the significance of his power among the Mongols.
- The presence of numerous men suggest that Genghis Khan's power has extended over a number of tribes.

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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 Genghis Khan's campaigns to overthrow his enemies. **[4]**

Value:

- It offers a perspective from a contemporary traveller recording his experiences among the Mongols.
- Its purpose is to offer a general report on the Mongols and their Empire.
- It provides information about the actions taken by the Mongols to overthrow their enemies.

Limitations:

- The author is a Christian monk and his description of the Mongols may have exaggerated their violence.
- The aim of the report is to offer a general description of the Mongols and the treatment of the Mongol's impact in other kingdoms could be limited.
- The work was written at a time when events were still unfolding.

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

3. Compare and contrast what Sources A and B reveal about Genghis Khan's expansion. [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 students and award credit **wherever it is possible to do so**. The following material is an indication of what students **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 Mongol Empire was formed in 1206.
- Both sources highlight the importance of the unification of the Mongol tribes for the expansion of the Empire.
- Both sources claim that the expansion of the Mongol Empire inflicted destruction and hardships on their enemies.

Contrast:

- Source A claims that the expansion of the Mongol Empire led to death and destruction, whereas source B states that it also brought positive effects.
- Source B suggests that the expansion of the Mongol Empire relied on the use of force, whereas Source A mentions that Genghis also used alliances to achieve his goals.

4. Using the sources and your own knowledge, evaluate the impact of Genghis Khan's expansion on the united tribes of the Mongol Empire and conquered kingdoms. [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 students and award credit **wherever it is possible to do so**. The following material is an indication of what students **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, students are not required to refer to all four sources in their responses.

Indicative content

Source A

After unifying the tribes, Genghis Khan led his forces and defeated the Tangut kingdom of Xixia (northwest China), and the Jin people of northern China, resulting in the ruin of the capital city and the slaughter of its population. He later moved towards the Muslim kingdom of Sultan Mohammed in Central Asia, with whom he sought an alliance.

Source B

Genghis Khan brought prosperity and order to the united tribes of the Mongol Empire. Mongol conquests of other kingdoms also had positive effects on trade and travel. On the other hand, Mongol conquests brought destruction, and the imposition of heavy taxes and forced labour.

Source C	The Mongols caused terror and destruction when conquering kingdoms.
Source D	Genghis Khan imposed his power over the tribal chiefs and they were obliged to pay tributes.
Own knowledge	Students may refer to the fact that the Mongol empire was a collection of different tribes and territories united by military actions, rather than a proper state. They may evaluate that this led to a limited impact since, despite their military organization, the Mongols had no political and/or administrative models. To a certain extent, this allowed the survival of the existing bureaucracies and the former political divisions. Students may also consider that Genghis Khan even used as counsellors foreign men, who were appointed regardless of their nationality. Students may offer details on some positive effects brought about by the Mongol expansion, such as religious tolerance, the increase in trade activities and the circulation of people. However, students may consider that, regardless of the survival of previous organizations, Genghis Khan's conquests also brought destruction. They may evaluate the consequences of the fall of capital cities and the loss of administrative buildings and records. They may also refer to the military oppression suffered by the conquered population that, in some cases, became the personal property of Mongol military leaders and were exploited for economic purposes.

Prescribed subject 2: Conquest and its impact

5. (a) What, according to Source E, were the religious factors contributing to the end of Muslim rule in Spain? [3]

- It was important to expel the enemies of the Catholic faith.
- It was important to dedicate Spain to the service of God.
- Christian ideology had become more aggressive.
- The Pope granted funds for the campaign.

*The above material is an indication of what students **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 war for Granada? [2]

- The Catholic monarchs were directly involved.
- The Muslims had been defeated.
- The importance of religious factors is represented by the cross being carried by the Christian forces and the presence of the religious figure among them.

*The above material is an indication of what students **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 factors contributing to the final stages of Muslim rule in Spain. **[4]**

Value:

- The author is an historian specialising in Spanish history.
- The purpose is to provide an academic review of Spanish history.
- It offers an overview of the religious motives contributing to the final defeat of Muslim rule.

Limitations:

- The source was written in 2014 and may not reflect more recent research and writing on this subject.
- The timeframe of the book suggests a broad approach to Spanish history.
- The source is focused on religious motives and does not consider other relevant factors.

*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 the motives to end Muslim rule 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.

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

Comparison:

- Both sources show that Ferdinand and Isabella had key interests in ending Muslim rule in Spain.
- Both sources highlight that the Muslims in Granada were perceived as a threat.
- Both sources suggest that religion was an important motive.

Contrast:

- Source H refers specifically to the impact on the Spanish crown as a motivation, whereas source G shows how the campaign could benefit the Catholic faith as a whole.
- While Source G suggests that religious motives were key, Source H accounts for different types of motives.
- While Source G suggests that the conflict was a cost to Ferdinand and Isabella, Source H argues it brought them economic benefits.

8. Using the sources and your own knowledge, discuss the extent to which religious motives were the key factor in driving the Muslims out of 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.
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Indicative content

- Source E** The source argues that religious factors were crucial to the crown. It also describes how the ideology of Christianity had become more aggressive. Pope Innocent VIII granted funds for the war, and religious elements of the case made to him were used in official propaganda.
- Source F** The source suggests that Ferdinand and Isabella played a key role in the defeat of the Muslims and that religion contributed to this.
- Source G** Economic motives were important, but other factors also came into play. The desire for glory and the religious salvation of the conquered people were also very important as motives for the Spanish conquest.

Source H The source argues that a significant number of political and economic factors explain the decision to wage a war on Granada. Political alliances and attractive business or patronage opportunities (redistribution of land among the nobles) also played important roles.

Own knowledge Students may support the statement by considering the importance of the Church as a key institution in the united provinces of Castile and Aragon. The monarchs sought to gain control over church structures, taxes and clergy. They worked towards an improvement of pastoral supervision with the aim of ensuring that the Spanish church would not pose a threat to their royal authority.

Students may challenge the statement by offering additional details on how political and economic reasons were important in the campaign against the Muslims of Granada. Further details on the threat of a Muslim alliance to attack the newly unified Iberian Peninsula could be mentioned. Also important is that the campaign would distract attention from the internal disputes of many Andalusian nobles, focusing on a non-Christian enemy and therefore reinforcing peace among them. This, in turn, facilitated the redistribution of land among the nobles after victory, and secured loyalties to the crown. The enormous possibilities for the Spanish crown regarding African trade routes could be further developed.

Prescribed subject 3: The move to global war

9. (a) What, according to Source L, were the effects of the Nazi–Soviet Pact? **[3]**

- The Pact would secure the eastern front after Poland's defeat.
- It would allow German troops to turn safely westward.
- The secret agreement that accompanied the Pact set out the German and Soviet Union spheres of influence in Poland and the Baltic states.
- The Pact bought time and benefits for both parties.

*The above material is an indication of what students **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 Nazi–Soviet Pact? **[2]**

- The Pact bound Nazi Germany and the Soviet Union together.
- Despite the Pact, there was mistrust between the leaders.
- Nazi Germany and the Soviet Union had a weak bond/tie together.

*The above material is an indication of what students **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 the Nazi–Soviet Pact on the outbreak of war. [4]

Value:

- The source gives a contemporary view of events.
- It is written to inform the British public.
- The source's content provides detail on the communication taking place between Germany and Britain at the same time as the announcement of the Pact was being made.

Limitations:

- The source was written in September 1939 while events were still unfolding.
- The source is a newspaper editorial based on the views and opinions of the editor.
- The source provides only a British 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 I and L reveal about the Nazi–Soviet Pact. [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 students and award credit **wherever it is possible to do so**. The following material is an indication of what students ***may*** elect to write about in their responses. It is neither prescriptive nor exhaustive and ***no set answer is required***.

Comparison:

- Both sources suggest that Hitler intended to gain territory in Poland and Poland would be defeated.
- Both sources suggest that the Soviet Union was seeking security.
- Both sources argue that the Pact led to war.

Contrast:

- While Source I claims that the Pact was not an alliance or an agreement for the partition of Poland, Source L states that the Pact was accompanied by a secret agreement detailing 'spheres of interest' in Poland and other countries.
- While Source L suggests that the Pact brought benefits for both parties by buying them time, Source I argues that the Pact only benefitted one side.
- While Source I suggests that Hitler was hoping to prevent war through his alliance with Stalin, Source L suggests that Hitler's strategy was to create the most ideal conditions for war.

12. Using the sources and your own knowledge, to what extent did the Nazi–Soviet Pact lead to the outbreak of war? [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	Both Hitler and Stalin believed that they had prevented war by signing the Pact, not caused it. However, these assumptions were wrong as a war began in which both Poland and the western powers took part.
Source J	Because of the Pact, Hitler and Stalin were stronger united than they were individually, despite a mutual mistrust. The Pact led to aggression.
Source K	The signing of the Pact caused Chamberlain to assure Hitler that Britain would stand by Poland no matter what the Pact contained. The Pact meant that a German attack on Poland seemed probable at any moment.
Source L	The Pact was the introduction to invasion. However, the earlier abandonment of the Munich Agreement signalled that Hitler’s intentions

for war were already clear. In signing the Pact, Hitler created ideal conditions for war. For Germany, the Pact secured the eastern front after Poland's defeat and allowed the German troops to turn safely westward.

Own knowledge

Students may offer further detail on how the Nazi-Soviet Pact gave Germany permission to invade Poland, resulting in the declaration of war on Germany by the Allies. By signing the Pact, Germany's eastern front was secured, and they no longer had to fear an attack by the Soviets. Furthermore, the Pact crushed attempts by the West to bring the Soviet Union into an alliance against Germany. This meant Hitler no longer feared a two-front war and he could focus on the western front. The Pact also clearly signalled the failure of appeasement, as it forced Britain and France to support Poland once it was invaded. The Pact also saw Germany gain vital raw materials from the Soviet Union, which helped rearmament and bolstered Germany's war resources.

However, students may argue that there were many actions that occurred prior to the Pact that were more significant in leading to the outbreak of war. These might include Hitler's self-determination policies such as: economic independence; German rearmament; Germany's earlier expansion into Czechoslovakia; German annexation of Austria; and Italy's aggressive foreign policy. Students may refer to Hitler's clear policies regarding *Lebensraum* and his stated intentions to create a powerful Third Reich across Europe. Students may also argue that the Western policy of appeasement and its associated actions, such as the Munich Agreement and the ineffectiveness of the League of Nations and collective security, were evidence of actions that were more significant in causing war than the Nazi-Soviet Pact.

Prescribed subject 4: Rights and protest

13. (a) What, according to Source M, were the actions taken by the non-white population to defy apartheid in South Africa during the 1950s? **[3]**

- A country-wide passive resistance campaign was launched in 1952 to defy the apartheid system.
- Non-whites used whites-only entrances at railway stations.
- Non-whites entered restricted areas without passes.
- Non-whites defied curfew regulations and other apartheid laws.

*The above material is an indication of what students **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 resistance to apartheid policies? **[2]**

- Protesters used train carriages reserved for white or European people only.
- Protestors were hopeful and positive.
- Many people took part in resistance actions.

*The above material is an indication of what students **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 1955 Freedom Charter. **[4]**

Value:

- It was written by a well-known leader and anti-apartheid militant, who participated personally in the Congress that adopted the Freedom Charter in 1955.
- It develops the reasons why the Freedom Charter should be considered the foundational document for a future non-racist South Africa.
- It offers an analysis of the principles that the charter stated for the organisation of a post-apartheid South Africa.

Limitations:

- As the author was involved in the drafting of the document, it may include exaggerations.
- The book may have been written for political purposes.
- The source mainly discusses the ideas behind the Freedom Charter and not its impact.

*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 M and P reveal about non-white resistance to the apartheid system during the 1950s. **[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 students and award credit **wherever it is possible to do so**. The following material is an indication of what students **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**.

Comparison:

- Both sources give examples of non-white actions of resistance against the apartheid government.
- Both sources refer to the responses that the government developed to curb resistance.
- Both sources refer to widespread resistance.

Contrast:

- While Source M analyses non-white resistance against discriminatory laws, Source P describes a protest against the rise of bus fares.
- While Source M refers to a campaign of organized resistance, Source P focuses on spontaneous resistance.
- While Source M describes how the government imposed harsh punishments on protestors, Source P refers to economic consequences of resistance actions.

16. “Non-violent actions against apartheid had limited results.” 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 students and award credit **wherever it is possible to do so**. The following material is an indication of what students **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, students are not required to refer to all four sources in their responses.

Indicative content

Source M	Focuses on the extension of protests and the diversity of apartheid laws that were defied, but also shows that thousands of activists were sent to jail.
Source N	Illustrates the act of a group of non-white men and women successfully defying the apartheid segregation by travelling in a train compartment reserved for Europeans.
Source O	Shows that three thousand people from different communities all across the country met to write a document setting out a future non-racist South Africa.
Source P	Describes the 1957 bus boycott as a series of countrywide actions that involved 60 000 people who refused to ride the buses to go to work as a

reaction to fare increases. It also refers to the weak response of the government.

Own knowledge Students may point out that the arrests of many leaders weakened the resistance movement. Furthermore, the foundation of the Pan Africanist Congress (PAC) in 1959 affected the unity of the movement. It was created by a group led by Robert Sobukwe, who decided to leave the ANC because he did not agree with the multiracial language of the Freedom Charter.

Students may propose that government responses to the Sharpeville protests in 1960 implied the end of non-violent resistance, without achieving the abolition of apartheid laws.

Students may challenge the statement about the limited results of peaceful resistance, remarking that thousands of people throughout the country participated, giving birth to massive protests. They may point out the Defiance Campaign is considered to have inspired the Civil Rights Movement in the US, under the leadership of Martin Luther King Jr. Students may also consider the success of the 1957 Bus Boycott in response to the increase in bus fares.

Prescribed subject 5: Conflict and intervention

17. (a) How, according to Source T, was violence against the Tutsi encouraged? [3]

- In 1991, army newspapers called for the destruction of the Tutsi.
- The message was also spread on the radio.
- At political meetings, Hutus were told that one day they would have to kill the Tutsi.
- The organizers of the genocide encouraged the farmers to begin the killings.

*The above material is an indication of what students **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 S suggest about Hutu militias? [2]

- Militias were composed of young men.
- The militias were not well-equipped.
- Although the photograph was taken in June 1994, after the massacres had begun, the militias were not in direct conflict with French soldiers.

*The above material is an indication of what students **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 T for an historian studying the organization of the Rwandan genocide. **[4]**

Value:

- It was spoken by a participant in the killings.
- It offers a personal account of the events leading up to the killings, given to an independent researcher.
- It provides details of how organizers encouraged the killings.

Limitations:

- As a Hutu soldier, his memory of events may be selective.
- He may be trying to justify his actions while awaiting trial.
- It does not provide the perspective of the organizers of the violence.

*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 R reveal about the organization and implementation of the genocide.

[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 students and award credit **wherever it is possible to do so**. The following material is an indication of what students **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**.

Comparison:

- Both sources suggest that the Interahamwe were important to the implementation of the genocide.
- Both sources state that the media called for the killing of the Tutsi.
- Both sources argue that the implementation of the genocide was a success.

Contrast:

- While Source Q suggests that government organization was key to the success of the genocide, Source R argues that to overemphasize the role of the state authorities is to miss the point.
- While Source Q describes the Interahamwe as a well-trained professional militia, Source R claims that the Interahamwe included large numbers of ordinary villagers.
- While Source Q suggests that the media was a key tool in promoting the killings, Source R suggests that the radio only served to normalize the killings.

20. “Mass media was a key tool in promoting the killings.” 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 students and award credit **wherever it is possible to do so**. The following material is an indication of what students **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, students are not required to refer to all four sources in their responses.

Indicative content

- Source Q** The media was a key tool in promoting the killings. Also, state authorities had an important role in the organization of well-trained Hutu militias, and in the placing of supporters of the Hutu Power in positions of influence.
- Source R** The participation of the ordinary population in the massacres was key. The presence of the Interahamwe and the terrifying violence they exercised convinced many Hutus that it was safer to join the genocide than to resist it. The media (newspapers and radio) served to normalize the violence that was already happening.
- Source S** Violence was pursued by unprofessional militias. The lack of action of the international community was a contributing factor.

Source T Media, including army newspapers and the radio, contributed to encourage the killings starting in 1991. Throughout the civil war, at political meetings, the political elite instructed soldiers and civil servants that they would have to kill the Tutsi. After the plane crash in which the President died, the organizers of the genocide encouraged the farmers to start killing.

Own knowledge To argue that the media constituted a key tool in promoting the killings, students may refer to Kangura magazine which released the Hutu Ten Commandments; or to Radio Télévision Libre des Mille Collines (RTLM), established in 1993.

Students may argue that the actions or inaction of the international community also contributed to promoting the killings. They may refer to how the limited mandate of UNAMIR prevented action to halt the genocide. They may also refer to the withdrawal of Belgian forces, or they may analyse the actions of French troops under Operation Turquoise.

Students may argue that the context of civil war, which had begun in October 1990 with the RPF invasion, made the killings possible, as violence was naturalized and the Hutu regime was legitimized. The weakening of Habyarimana also led to the formation of the Hutu Power movement and the organization of the Interahamwe. Students may also refer to other significant paramilitary militias, including the Impuzamugambi.
