

Markscheme

November 2025

History

Higher / Standard level

Paper 1

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Prescribed subject 1: Military leaders

1. (a) What, according to Source A, were the achievements of Genghis Khan? **[3]**
- Genghis Khan founded the greatest continental empire.
 - Genghis Khan brought the world's first integrated government.
 - Genghis Khan set up a postal system.
 - Genghis Khan set up a trading system.

*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 Mongols' achievements? **[2]**
- The Mongol Empire covered an enormous area.
 - Important cities came under Mongol control.
 - The Mongol Empire was connected to extensive trade routes.

*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 Genghis Khan's motives and objectives. **[4]**

Value

- It offers a 13th-century perspective from an historian.
- Its purpose is to offer a general history on the Mongols.
- It provides information about the motives and objectives of Genghis Khan.

Limitation

- The author is a contemporary historian, and his description of the Mongols may contain exaggerations.
- The aim of the report is to offer a general history of the Mongols and the treatment of the role played by Genghis Khan could be limited.
- It focuses on a religious interpretation of Genghis Khan's motives and objectives.

*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 achievements. **[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 mention the huge extent of Genghis Khan’s empire.
- Both sources highlight Genghis Khan’s abilities as a leader.
- Both sources refer to the destruction caused by the Mongol expansion.

Contrast

- Source A highlights the role played by Genghis Khan in organizing the Mongol armies, whereas Source B states that he made use of an already existing traditional system.
- Source B only focusses on Genghis Khan’s military achievements, whereas Source A mentions the administrative and trading organization he brought.
- Source A states that the Mongol expansion was limited by the sea, whereas Source B only mentions its success.

4. “Genghis Khan’s greatest achievements were military.” 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 A** The Mongol Empire was the greatest continental empire, achieved through military campaigns. Genghis Khan also brought peace to the lands conquered allowing for the establishment of the first integrated government, a trading system, and a postal system.
- Source B** Genghis Khan, with the help of talented military leaders, led the most efficient and effective military machine. Genghis Khan adopted a traditional decimal system to create a national army, assigned the positions of command according with competence, and used conquered peoples for the military service.
- Source C** Genghis Khan’s emergence as an important leader is ascribed to religious events. God commanded him to rule over many lands and districts, and Genghis Khan fulfilled this command.
- Source D** Genghis Khan’s military campaigns expanded Mongol control, conquering lands in Asia, the Middle East and Europe. Important cities fell under Mongol control, and a net of important trade routes connecting different regions was established.
- Own knowledge** Candidates may support the statement referring to the fact that Genghis Khan’s military achievements expanded the Mongol Empire to include regions as far as China, Central Asia, the Middle East, and parts of Eastern Europe. The empire also included important and rich cities like Beijing or the region of Khwarezmia, and defeated powerful dynasties, like the Jin from China. They may give further details on the military strategies that allowed Genghis Khan to achieve his empire. He revolutionized warfare with his cavalry, his forces were renowned for their mastery of mounted archery, and he also implemented a military hierarchy based on merits and ability.
- Candidates may challenge the statement, stating that Genghis Khan’s achievements were not limited to the military. He also introduced administrative reforms that contributed to the efficient management of the empire. As examples, candidates may mention the implementation of the law known as the *yassa*, which provided a framework for maintaining order. Genghis Khan’s conquests also facilitated communication across the empire. The circulation of goods, ideas, technologies, and cultures across great distances had a significant impact on economies, societies, and cultures. Candidates may also consider that, despite being a conqueror, Genghis Khan displayed a remarkable level of religious and cultural tolerance.

Prescribed subject 2: Conquest and its impact

5. (a) What, according to Source E, facilitated the conquest of Peru by Francisco Pizarro? [3]
- He arrived in Peru just as a civil war for dynastic succession started.
 - An epidemic of smallpox imported by the Europeans had weakened the local population.
 - The Inca Emperor Huayna-Capac and his heir had died.
 - Atahualpa did not perceive the Spaniards as a threat.

*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 conditions faced by Atahualpa after his capture in 1533? [2]
- Atahualpa was treated with violence.
 - Attempts were made to convert Atahualpa to the Catholic faith.
 - Atahualpa was outnumbered and alone.

*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 G for an historian studying the conquest of Peru. [4]

Value

- It has been written by an historian specializing in Andean history.
- It provides an academic analysis on the alliances that facilitated the conquest.
- It explains why local people supported the Spanish conquerors.

Limitation

- As a source written in 1981, it may not reflect more recent research.
- It is mainly focused on the analysis of local alliances, lacking a broader perspective on the factors that facilitated the conquest.
- It does not consider the impact that the alliances had on the 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 the relationship among the Spanish conquerors and native peoples. [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 reveal that links between the Spanish conquerors and local peoples were strongly developed.
- Both sources refer to the services and wealth that the conquistadores received from local peoples.

Contrast

- While Source G suggests that an alliance with the conquistadores would benefit local peoples, Source H argues that they would see greater benefits while allying to the Inca.
- While Source H states that the Spanish treatment of the locals was violent and deceitful, Source G suggests that there were good reasons for the Spanish to develop good colonial relations with Andean societies.
- While Source G suggests that the Spanish possessed superior military skill, Source H argues that the Inca had the means to defeat them militarily.
- While Source G claims that peasant societies were intending to break free from Inca rule, Source H refers to the potential of a united Andean people against the Spanish.

8. Using the sources and your own knowledge, discuss the reasons that allowed Francisco Pizarro to conquer 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** Pizarro was able to conquer Peru because of the death of Huayna Capac and his heir, as a consequence of an epidemic of smallpox imported by the Europeans, the civil war that was taking place to define who would be the new Inca, and Atahualpa's disregard for the Spanish conquest.
- Source F** The use of violence by the conquistadores and their military superiority were facilitating factors. Atahualpa was captured and sentenced to death by the Spanish.
- Source G** The Incas lacked the support of the local people, who chose instead to ally with the European conquistadores to get rid of the Inca power and protect their own interests.
- Source H** The conquistadores used violence and deceit against local populations to achieve the conquest of Peru.
- Own knowledge** Students may refer to the fact that Pizarro had failed in his purpose of conquering the Inca empire in two previous expeditions that took place in 1522 and 1526, not only because his men were attacked by local people, but also for the absence of support from Spanish authorities. They may also explain that he finally received the support of Charles V, who appointed him governor of Peru and gave him the funds for a new expedition. Another relevant aspect was that Pizarro persisted in his objective of conquest because he was convinced that he would find great quantities of gold and silver. Third, students may provide further detail on how friendly relations with local peoples allowed Pizarro to conquer Peru. Fourth, they may argue that the Spaniards used deceit as a tactic to defeat the Incas. For example, they may explain that Pizarro's conquerors could enter Cajamarca under the pretext that they wanted to talk to the Inca Atahualpa and prepare a banquet in his honour, while his real intention was to capture him when he left his army behind. Finally, candidates may refer to the unsuccessful revolt led by Manco Inca against them, as a contributing factor.

Prescribed subject 3: The move to global war

9. (a) How, according to Source L, did the United States respond to international threats in January 1941? **[3]**
- The US government committed itself to all-inclusive national defence.
 - It committed itself to supporting all those who were resisting aggression.
 - The US pledged to increase armament production.
 - It pledged to send ships, planes, tanks, and guns to democracies facing danger.

*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 I suggest about the international response to Japanese expansion in 1931? **[2]**
- Member states of the League of Nations were not directly halting the Japanese expansion.
 - The League of Nations wanted the US to deal with the China-Japan conflict.
 - China was fighting Japanese expansion alone.

*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 L for an historian studying the US response to Japanese expansion. [4]

Value

- It is a speech by the US President from the time period.
- Its purpose is to publicly state the motivations behind the US government’s response to foreign aggression.
- It provides information on what actions the US government was taking in 1941.

Limitation

- The speech was delivered in January 1941 as events were still unfolding.
- The purpose of this public speech was to justify government actions.
- The speech does not specifically mention Japan, so the statements may not be related solely to Japanese expansion.

*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 J and K reveal about the response of the United States to Japanese expansion. [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 that Roosevelt did not take military action in response to Japanese expansion.
- Both sources suggest the US response to Japanese expansion was limited.
- Both sources outline economic measures as the main US response.

Contrast

- Source J states that the US response was “rapid and firm” but Source K says that the US responded with “words rather than actions”.
- Source J outlines the policies that the US introduced independently in response to aggression. However, Source K argues that the US was not willing to respond without the collaboration of other countries.
- Source J focuses on the US response in 1941. However, Source K is explaining US policy during the 1930s.

12. Using the sources and your own knowledge, discuss the response of the United States to Japanese expansion during 1931–41.

[9]

Marks	Level descriptors		
	Focus	Use of sources	Own knowledge
7–9	The response is focused on the question.	Clear references are made to the sources, and these references are used effectively as evidence to support the analysis.	Accurate and relevant own knowledge is demonstrated. There is effective synthesis of own knowledge and source material.
4–6	The response is generally focused on the question.	References are made to the sources, and these references are used as evidence to support the analysis.	Where own knowledge is demonstrated, this lacks relevance or accuracy. There is little or no attempt to synthesize own knowledge and source material.
1–3	The response lacks focus on the question.	References to the sources are made, but at this level these references are likely to consist of descriptions of the content of the sources rather than the sources being used as evidence to support the analysis.	No own knowledge is demonstrated or, where it is demonstrated, it is inaccurate or irrelevant.
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Indicative content

- Source I** The US was reluctant to engage in conflicts between Japan and China, despite the urging of the League of Nations to intervene.
- Source J** The US was swift and firm in their response to Japanese expansion into Indochina. The response was through economic and trade restrictions, as the US was reluctant to engage militarily with Japan.
- Source K** The US did not feel it should intervene on its own, given that other countries, such as Britain, had more interests in the Far East than the US did. During this period, the US lacked the military resources to engage in conflict against Japan, even if it wanted to.
- Source L** The US was determined to defend itself and others against aggressor nations. The response was portrayed as ‘all-inclusive national defence’ against tyranny and the need to protect democracy. The source also asserts the US’ determination to support other democracies with resources to help them fend off aggressive tyrannies.
- Own knowledge** Students may discuss the domestic tensions between interventionists and isolationists within the US that greatly shaped US foreign policy, and saw Roosevelt ultimately respond with economic sanctions in the period before Pearl Harbor. Domestic economic pressures because of the Great Depression also meant that the US was reluctant to cease trade with Japan, which was important to the US economy, or upset the voting public who had no appetite for military conflict. Following the invasion of Manchuria in 1931, the US supported the findings of the League’s Lytton Report and announced the Stimson Doctrine.
- Students may point to the tension between the US and Britain over responses to Japanese expansion and the ongoing instability in China between 1931-41, which made diplomacy around East Asia difficult. The US also believed that Britain had more economic and colonial interests at threat in East Asia, thus should shoulder more responsibility in preventing Japanese expansion.
- Students may discuss the rising threat of war in Europe and how this was more of a concern to the US and European nations than the threat of Japan. This may also explain why the US did not react militarily when Japan sank the USS Panay in 1937. In April 1940 the US moved the Pacific Fleet to Pearl Harbor.
- The signing of the Tripartite Pact in September 1940 led to a shift in US policy as it was a formal alliance between the Axis powers and was directed at the United States. With regards to the period of December 1941, students may refer to the Hull Note and the failure of diplomatic measures between the US and Japan to prevent war.

Prescribed subject 4: Rights and protest

13. (a) What, according to Source M, was the discrimination faced by African-Americans in Atlanta in 1960? **[3]**

- African Americans were forced to live in restricted parts of the city.
- They were only allowed to eat or drink in segregated facilities.
- African Americans had to use hospitals of a lesser quality.
- They were often discriminated against and/or mistreated by law enforcement agencies.

*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 discrimination in Mississippi in 1961? **[2]**

- In 1961 there was segregation at bus stations.
- The segregation was supported by law enforcement.
- Intrastate transportation had not been desegregated by 1961.

*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 nature of discrimination in the United States and its impact on individuals. [4]

Value

- It is a first-hand description of the ways in which African Americans were discriminated against in Atlanta.
- It was written to demonstrate to the public that African Americans were disadvantaged by segregation.
- It gives specific examples of segregation in Atlanta in 1960.

Limitation

- It is from an organization that had been created to protest about the lack of human rights given to African Americans.
- The purpose of this letter was to persuade its audience.
- It only refers to the experiences of African Americans in Atlanta, which may not be the same in other parts of the US.

*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 segregation and the civil rights struggle in the 1950s and 1960s.

[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 segregation continued in parts of the US.
- Both sources state that African Americans had made economic gains after the Second World War.
- Both sources state that the Brown decision in 1954 increased white Southerners’ opposition to desegregation.
- Both sources state that politicians who supported segregation gained electoral victories.

Contrast

- Source O states that it was only after Little Rock 1957-58 that the need for change was realized, while source P suggests that the need for change had been developing for a longer period of time.
- Source O is more focused on economic factors whereas Source P highlights more social/legal dynamics

16. “The lives of African-Americans improved significantly during the late 1950s and early 1960s.”
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 M** In 1960, in cities like Atlanta, African Americans were suffering very clear discrimination.
- Source N** Even as late as 1961 there was still segregation, and official support for segregation, in some parts of the US.
- Source O** Economic modernisation after the Second World War improved the position of many African Americans, but did not make change inevitable. Only gradually did Southern businessmen realise that they needed to accept desegregation. However, opposition to this from many white Southerners and their political leaders continued and even increased after the Brown ruling in 1954.
- Source P** After the Second World War, African American gains were made and there was evidence of growing support for civil rights in different areas of society as the Jim Crow laws were increasingly challenged. However, there was also increased opposition and resistance to desegregation in the Southern states particularly.
- Own knowledge** In support of the statement, students may argue that reforms such as *Brown 1954*, the success of the Montgomery bus boycott 1956, desegregation of some schools (Little Rock 1957), support for the Freedom Rides 1961, Civil Rights Act and 24th Amendment 1964, Voting Rights Act 1965 show improvements for African Americans.
- Students may also refer to the growing number of organisations campaigning for civil rights in this time (NAACP, CORE, SCLC, SNCC) and the significant support for events such as the Birmingham Demonstrations and March on Washington 1963, Freedom Summer 1964, Selma to Montgomery March 1965 as evidence that the pressure to end discrimination was significant. Students might also reference the impact of individuals such as Martin Luther King and/or President JF Kennedy in bringing about change.
- In disagreement with the statement, students may argue that for many African Americans harassment, prejudice and discrimination in their everyday lives continued, as did the fight for equality. In many areas their position and opportunities saw little real change. Some whites, in the South particularly, resisted and opposed the constitutional and legal changes that were made. For example, many schools resisted desegregation for several years; legislative change was often contested and delayed; civil rights demonstrations were violently attacked even as late as ‘Bloody Sunday’ in the Selma March in 1965.

Prescribed subject 5: Conflict and intervention

17. (a) Why, according to Source S, did the United States fail to respond to the genocide in Rwanda? **[3]**
- There were no votes to be gained.
 - Africa was less important since the end of the Cold War.
 - There was fear of another Somalia.
 - Government officials were aware of other risks of intervention.

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

- (b) What does Source T suggest about conflict in Rwanda in April 1994? **[2]**
- There was fierce conflict between Hutus and Tutsis.
 - The conflict had deadly consequences on Rwanda.
 - The world was asleep and failed to act to stop the conflict.

*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. Analyse the value and limitations of Source S for an historian studying the role of the United States in the Rwandan genocide.

[4]

Value

- The author is an expert in the Rwandan genocide.
- The purpose is to provide an analysis of Western intervention in the Rwandan genocide.
- It offers detail on US government knowledge of affairs and the reasons why they tried to impede action.

Limitation

- The source was written in 2000 and does not reflect more recent research and writing on this subject.
- The purpose of the book is to criticize the West for its betrayal of the Rwandan people.
- The source only offers a negative assessment of the role of the US in the Rwandan genocide.

*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 role of the United States in the Rwandan genocide.

[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 show that the US aimed at achieving a cease fire.
- Both sources show that the US aimed at resuming negotiations under the Arusha Accords.
- Both sources show that the US resisted military involvement.
- Both sources show that the US failed to acknowledge the crisis as a genocide.

Contrast

- While Source Q argues that the US expressed support for a UN peacekeeping force to protect refugees, Source R suggests that the US was unwilling to authorize UNAMIR protection of refugee camps in Rwanda.
- While source Q emphasizes that the US response to the crisis in Rwanda focused on humanitarian assistance, Source R shows that the US would only support UN humanitarian assistance efforts in neighbouring countries.

20. Using the sources and your own knowledge, discuss the response of the United States to the genocide in Rwanda.

[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 Clinton administration called for an immediate cease fire and maintained negotiations. It opposed direct military intervention but supported humanitarian assistance and a UN peacekeeping force to protect refugees.
- Source R** The short term aims of the US Department of Defence during the genocide included achieving a cease fire under the Arusha Frameworks and expanding humanitarian assistance efforts in neighbouring countries. Nevertheless, it resisted troop and equipment contributions that would empower UNAMIR to protect in-country refugees.
- Source S** The Clinton administration played down the crisis and tried to impede intervention by UN forces, even though it knew the true nature of what was going on.
- Source T** The international community ignored the conflict in Rwanda and did not take effective action to contain its consequences.
- Own knowledge** Students may argue that the US is often blamed as the country bearing the most responsibility for the lack of action in Rwanda. They may offer further evidence to highlight that the administration was well aware of what was happening, including General Dallaire's "genocide fax", but chose to ignore it. Students may argue that the changes enacted in May 1994 to the US peacekeeping doctrine through Presidential Decree Directive 25 (PDD25), which limited the UN's use of US troops excepting cases of genocide, may have led the US to fail to consider actions as genocidal. Students may also argue that actions that did not involve troop involvement, such as jamming the RTLM radio station, were also discussed but rejected by the Clinton administration. Finally, students may describe US efforts at the Security Council to undermine attempts to strengthen the UN military presence in Rwanda.
- On the other hand, students may also offer evidence of the extensive humanitarian assistance provided by the US after hostilities ceased. For example, they may refer to the \$320 million in emergency relief for Rwandan refugees requested to Congress by President Clinton at a July 1994 press conference. Students may also show mitigation for US inaction, arguing that the international community was reluctant to intervene, offering knowledge on the roles of the UK, France and Belgium.
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