

Helping you Achieve Highest Grades in IB

IB History Higher Level (HL)

Mark Scheme

Fully inlined with first assessment 2017 and suitable for
students sitting exams 2026+

Paper: 1

Source-based Paper Based on the five Prescribed Subjects

Subject 1 - Military Leaders

Marks: 66

Total Marks: / 66

Suitable for HL Students sitting the 2026 exams onwards
However, SL students may also find these resources useful

18M.1.BP.TZ0.1

a.

By implication, most of the population of Merv was killed.

400 artisans of Merv were spared as were some children who were taken into captivity.

At Nishapur the dead were decapitated and/or the bodies/heads of the men were kept separate from the bodies of the women.

In both places the level of violence was substantial.

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

b. Genghis Khan was feared and/or respected by other leaders.

Genghis Khan was prepared to accept diplomatic relations with other leaders.

There may have been ongoing distrust between the two parties as both sides are armed.

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18M.1.BP.TZ0.2

Value:

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

Limitations:

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

brutality of the Mongols.

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

18N.1.BP.TZ0.1

a.

Richard joined the insurrection of the younger Henry against their father.
Richard participated in the alliance that was formed with Louis VII.
As Henry II began to reassert control, Richard commanded a force to repel him.
Richard rejected Henry II's offer of reconciliation.

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- b. Royal authority was important.
Religion was important.
There could be rival contenders for leadership.

*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]**.*

18N.1.BP.TZ0.2

Value:

The source was written by an historian who was contextualizing the revolt as part of a chronicle.

It is a near contemporary account of the revolt against Henry II.

It provides information about the performance of European leaders and their alliances.

:

It relies on the accounts of (unknown) others.

The tone of the source is critical of the actions of the king's sons and it may be inferred from this that the author is loyal to Henry II.

Given the broad nature of the source (it is a book on English history), the information regarding the revolt may be limited in scope and detail.

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

18N.1.BP.TZ0.3

Marks	Level descriptor
5–6	• The response includes clear and valid points of comparison and of contrast.
3–4	• The response includes some valid points of comparison and/or of contrast, although these points may lack clarity.
1–2	• The response consists of description of the content of the source(s), and/or general comments about the source(s), rather than valid points of comparison or of contrast.
0	• The response does not reach a standard described by the descriptors above.

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

Comparisons:

Both sources suggest that Henry II's reluctance to share power with his sons led to conflict.

Both sources refer to the role of Eleanor.

Both sources refer to the role of Louis VII.

Contrasts:

Source D states that Louis VII encouraged the revolt against Henry II and mismanaged the risings whereas Source A suggests a more limited role for the French monarch in the rebellion.

Source A claims Henry II's main support was the army whereas Source D suggests support was more widespread and included the Church, great officials, and much of the population.

Source A states that Richard agreed to make peace with his father, accepting a reduced financial settlement, whereas Source D claims Henry II increased the revenues for his sons after the rebellion.

18N.1.BP.TZ0.4

Marks	Level descriptors		
	Focus	Use of sources	Own knowledge
7–9	The response is focused on the question.	Clear references are made to the sources, and these references are used effectively as evidence to support the analysis.	Accurate and relevant own knowledge is demonstrated. There is effective synthesis of own knowledge and source material.
4–6	The response is generally focused on the question.	References are made to the sources, and these references are used as evidence to support the analysis.	Where own knowledge is demonstrated, this lacks relevance or accuracy. There is little or no attempt to synthesize own knowledge and source material.
1–3	The response lacks focus on the question.	References to the sources are made, but at this level these references are likely to consist of descriptions of the content of the sources rather than the sources being used as evidence to support the analysis.	No own knowledge is demonstrated or, where it is demonstrated, it is inaccurate or irrelevant.
0	The response does not reach a standard described by the descriptors above.	The response does not reach a standard described by the descriptors above.	The response does not reach a standard described by the descriptors above.

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Indicative content

Source A

The source states that Henry II's reluctance to relinquish sovereignty to his heirs was the cause of the rebellion. Another reason for revolt was that the brothers had the support of powerful allies such as Eleanor and Louis VII.

Source B

The crowns indicate they all had royal status and this could lead to political tensions. It may be inferred that Henry the Young King (Henry Junior) was marginalized.

Source C

The source apportions great responsibility for the revolt to the French, whose advice provoked the brothers' revolt. It states that many powerful and noble men joined the ranks of the younger Henry encouraged by promises made by Louis VII.

The source indicates that Henry's refusal to share power contributed to the revolt. However, it also refers to the influence of both Eleanor of Aquitaine and the king of France.

Candidates may support the statement by referring to the grievances caused by the reluctance of Henry II to give up the throne and/or the difficult position of the younger Henry, who was crowned king but had no real power. They may also offer material on the discontent within the Angevin Commonwealth regarding Henry II's new legislation on landholdings. Candidates may also refer to the impact of Thomas Becket's death on the royal image. Candidates may challenge the statement and focus on other factors. These may include the fact that Henry II's sons lacked financial resources and/or the difficulties faced by Geoffrey, who was unmarried and without clear right to lands. Further details on the alliances between the younger Henry and William I of Scotland, as well as with other counts, may be offered. Candidates may refer to the younger Henry's anger at some of his castles being transferred to John. Ultimately, candidates may argue that competition for power was a continuous factor in medieval politics.

19M.1.BP.TZ0.1

a.

Togrul was defeated in 1203.
Genghis seized control of Togrul's territory and people.
The Ongguts chose to side with Genghis Khan.
The Naiman were left isolated.

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b. Genghis expanded his territorial power.
Genghis conquered several tribes.
Genghis's power had not yet reached its peak.

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19M.1.BP.TZ0.2

Value:

It was written soon after the death of Genghis and is therefore virtually contemporary.

It was probably written by an eyewitness to Genghis's rise to power.
It provides details of Genghis's methods, for example his use of a council and/or his military strategies.

Limitations:

As it is likely written by a fellow Borjigid, it may seek to magnify the achievements of the clan.

The source reveals little of Genghis's actions.

It is a general account of the Borjigids, as such information on Genghis's rise to power may be limited.

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19M.1.BP.TZ0.3

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.
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Comparisons:

Both sources suggest that the Naiman were a rival tribal group.

Both sources agree that the Naiman had a numerically superior fighting force.

Both sources reveal that the Mongols used deception as a strategy.

Contrasts:

Source B suggests that Genghis's attack on the Naiman was due to his ambition whereas Source C suggests that it was a response to the Naiman's actions.

From Source B it can be inferred that Genghis Khan alone decided to attack the Naiman whereas Source C suggests that he consulted a council that was divided on the decision to attack.

Source C describes the role of Dodai-cherbi in developing the strategy for the battle whereas Source B suggests that Genghis planned the attack himself.

19M.1.BP.TZ0.4



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 A

Military strength was significant, as evidenced by the defeat of the Kerait, which facilitated Genghis's expansion. However, the Naiman were defeated not because of military strength but by strategic cunning and the Onggut's betrayal of the Naiman.

Source B

Military factors may be argued to have been most significant. For example, tactics to defeat the Naiman/Merkit, as well as the surprise attack on the Kerait contributed to his rise. However, pre-existing Kerait weaknesses partially facilitated Genghis's success against them.

Source C

In addition to the military strength of Genghis, his willingness to strategize and listen to the views of his commander Dodai-cherbi facilitated his victory over the Naiman.

Source D

It is evident that Genghis Khan expanded the empire substantially. Initially this was done by taking the lands of neighbouring tribes but after 1207, the expansion became more ambitious and led to the seizure of lands from dynasties, khanates and empires that were further afield. Candidates may infer from this that Genghis Khan's military abilities increased as he became more experienced.

When discussing the importance of military factors, the significance of the defeat of Togrul may be further developed. There may also be coverage of the significance of the defeat of the Tatars in 1202.

Other factors candidates consider may include the possible betrayal of Jamuka, the Mongol belief that a great leader would emerge at the end of the 11th/beginning of the 12th century and the willingness to support Genghis as he appeared to fulfil this role.

Also, the personality of Genghis and his reputation as a just and generous ruler may be considered. Events before 1200 may be referred to, as Genghis had already been made a khan. He was also able to win support from those who questioned the traditional tribal hierarchy or disliked the claims of clan.

19N.1.BP.TZ0.1

a.

The Yassa was a code of law.

It was intended to be binding on Genghis Khan's people and their descendants.

It included old traditions, customs, laws and ideas of the Mongols.

It consisted of laws of Genghis Khan's own devising.

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b. Genghis Khan was central to Mongol administration.

In his presence, other Mongols were respectful and submissive.

Genghis Khan was an itinerant ruler travelling from place to place with his wife.

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19N.1.BP.TZ0.2

Value:

It provides a mid to late 13th century perspective on Mongol history from a Muslim historian.

As it intends to give a history of Ghengis Khan's rule it can examine the significance of his role in establishing the Yassa in a broader context
It reveals that Genghis Khan had successfully established and codified the Yassa.

Limitations:

Because of the broad nature of the chronicle, treatment of the establishment of the Yassa may be limited.

As an historian who lived in the 13th century, Juvaini had limited access to reliable sources.

The title of the chronicle [*History of the World Conqueror*] may suggest that Genghis Khan's role in the establishment of the Yassa could have been exaggerated.

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

20N.1.BP.TZ0.1

a.

The decision was profoundly shocking to many crusaders.

This provoked divisions amongst the crusaders.

Richard I's prestige was damaged by defamatory stories and songs.

Richard I endangered the future of his empire in the West.

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b. Richard I led the march to Jerusalem.

The King was accompanied by numerous followers.

There were Arabs involved in the march.

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20N.1.BP.TZ0.2

Value:

It is an extract of a speech made by Richard I prior to the Third Crusade.

It gives an insight into how Richard I sought to justify his strategy.

It provides information on the challenges facing Richard I.

Limitations:

Although the speech refers to Richard I's strategies, it lacks information on their impact.

Richard could be exaggerating some of his views in order to justify his actions. The historian cannot be certain that the chronicle accurately records Richard's words.

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

20N.1.BP.TZ0.3

Marks	Level descriptor
5–6	• The response includes clear and valid points of comparison and of contrast.
3–4	• The response includes some valid points of comparison and/or of contrast, although these points may lack clarity.
1–2	• The response consists of description of the content of the source(s), and/or general comments about the source(s), rather than valid points of comparison or of contrast.
0	• The response does not reach a standard described by the descriptors above.

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Comparisons:

Both sources state that Richard I could not recapture Jerusalem.

Both sources argue that Richard I preferred to plan a campaign against Egypt.

Both sources support Richard I's strategic decisions.

Both sources mention that there was tension between Richard and the French at the time of the Third Crusade.

Contrasts:

While Source C states it was Richard I's decision not to recapture Jerusalem, Source D refers to the role played by the council of barons.

While Source C claims that Richard I was admired by his contemporaries, Source D states his prestige was damaged.

20N.1.BP.TZ0.4



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 A Richard claimed that the decision not to recapture Jerusalem was the correct strategy. However, this caused division and may have weakened the Third Crusade.

Source B Richard I is pictured as the leader of the crusaders. The king is represented leading the march towards Jerusalem and commanding a large group of followers.

Source C It is claimed that even if Richard I was not able to recapture Jerusalem, he was successful in taking strategic lands that brought substantial gain for the Christians in the Middle East. Richard I was recognized by his contemporaries for these actions.

Source D Richard I's decision to avoid recapturing Jerusalem was approved by a council of barons but caused despair among crusaders, provoking a division within the army and the defamation of Richard I. It also jeopardized his empire in the West.

Own knowledge Candidates may refer to the leading role Richard I played in the Middle East commanding a multi-national force composed not only of his own subjects (English, Normans, Angevins, Gascons) but of French, Flemish, Germans, Scandinavians and natives of the crusader kingdoms. He organized highly complex operations and beat Saladin in a number of engagements. Candidates may also discuss the campaigns that allowed Richard I to conquer important territories like the coastline from Jaffa to

Antioch, the island of Cyprus and the port of Acre that enabled Christians to have a base to connect Western Europe with the Middle East.

Candidates may offer information about Richard I's disagreements with other crusaders like Phillip of France and the Duke of Austria; his responsibility in the massacre of Acre; and his negotiations and agreements with Saladin.

Candidates may also evaluate the actions taken by Richard I to finance his campaign, such as the sale of public offices and increasing taxes which caused a serious drain of resources.

21M.1.BP.TZ0.1

There was a large group of people involved.

The church was involved in the attack.

The castle offered the Jews limited protection against the violence.

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

21M.1.BP.TZ0.2

Value:

The author is an historian, specializing in medieval history, and is likely to have based his research on detailed information.

The author's intention is to provide an overall account of Richard I's reign and thus the source provides context of the situation of the Jews during his reign.

It offers detail on the violence against the Jews and Richard I's reactions to the events.

Limitations:

The source was written about 800 years after the events it describes, so it may have been more difficult to find resources.

The source is on Richard I, rather than specifically on the treatment of Jews, so the material offered on this subject may be limited.

The source gives a mainly positive view on Richard I's response to the events and so may not consider any failures.

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

21M.1.BP.TZ0.4



Marks	EXAM 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 A The source indicates that Christians attacked the Jews and Richard was unable to prevent this despite sending out letters to all regions of England.

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

Source D The source suggests that there was no safe place for the Jews in York as anti-Jewish feeling was widespread in the population.

Own knowledge Candidates may consider the inability of the government to control popular anti-Jewish feeling, particularly once Richard was on crusade. They may also consider that, despite the fact that the Jews were under Richard's special protection, they were still persecuted. They may argue that there was some level of protection as some Jews were helped to escape attacks. Legislation seemed not to provide protection as shown by the Exchequer of the Jews issued in 1194, which controlled some of the financial activities of the Jews such as loans and interest rates. Candidates may refer to the reaction of the government after the York massacre and mention the dismissal of the sheriff and the castellan.

a.

The Jin Emperor had sufficient manpower to assemble a large army.
Jin cities were well fortified.
The attack was logistically complex.
A substantial distance had to be traversed.

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b. The Mongols used a range of weapons in combat.
The Mongols used cavalry.
Battles took place in difficult terrain.

*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]**.*

17M.1.BP.TZ0.2

Value:

The author is a professional historian so the book is likely to have been well researched; as a specialist in Chinese and Mongolian history he is likely to have detailed knowledge of the topic.

The source is from a book on Genghis Khan, one of the key actors in the Mongol invasion of north China.

The source discusses, and provides information on, the actions of the Mongols and the actions of the Chinese Jin army.

Limitations:

The source was written almost 800 years after the event it describes, so it may have been more difficult to find source material.

The book is on Genghis Khan rather than specifically on the Mongol invasion of China, so the material offered on the invasion itself may be limited.

The mention of the word "resurrection" in the title of the book, a biography, may suggest that the author has placed too much emphasis on the achievements of Genghis Khan.

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limitations. For there must be at least one reference to each of them in the value the limitations.

17M.1.BP.TZ0.3

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.
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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**.

Indicative content

Comparisons:

Both sources highlight that the Jin were defeated despite having strong fortifications/defences.

Both sources comment on the army pretending to retreat in order to draw out the defenders and then to attack them.

Both sources highlight Genghis Khan's role in sending Jebe to attack the Jin and in leading the main section of the Mongol army.

Contrasts:

Source C blames Chih-Chung for Jin defeats whereas Source A indicates that the strengths of Genghis Khan and the Mongols are the reason for the outcome.

Source C comments on Genghis Khan "accepting the surrender" of other fortresses whereas Source A presents him as having a more active fighting role in additional attacks after Jebe's victory.

Source A comments on the Jin army retreating whereas Source C comments on the Jin army surrendering.

17M.1.BP.TZ0.4



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.
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Indicative content

Source A Highlights the skills and tactics of Jebe, his use of the pretended retreat, which drew the Jin from well-fortified positions he could not attack. It also comments on the role of Genghis in the follow up.

Source B Argues that Mongol planning was essential to their success, overcoming water shortages by spreading out and their use of messengers. However, it also comments on Jin weakness, their failure to launch a surprise attack and the betrayal by the Jin envoy.

Source C Suggests that the timidity of the Jin emperor was to blame and that his tactics were a contributing factor as he delayed his response for too long. It also mentions the use of the pretended retreat by the Mongols.

Source D The picture suggests the skill of the Mongol cavalry as they deal with the harsh terrain. It also highlights the Mongols' abilities with weapons such as swords and bows.

Own knowledge

Candidates may consider the fierce reputation of the Mongols, which caused some to change sides. There may be some discussion of the "alliances" that the Mongols had built up with other groups, such as the Ongud, which weakened the position of the Jin. There may be discussion of the other attacks that the Jin were facing, such as the attack on the Song in 1216 that weakened their forces. Some candidates may consider the

leadership skills of Genghis or the military ability of his commanders (in addition to Jebe).

17N.1.BP.TZ0.01

a.

- Economic factors, as reflected in an unstable economy and lack of trade, played a significant part.
- The Mongols' military strengths and advantages encouraged attacks against neighbouring states.
- The "toughness of steppe life" made them aggressive and led them to attack neighbouring states.
- Their hunger for booty and spoils was, according to some scholars, a motivation.

*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. • The Mongols used a combination of cavalry and infantry.

- Mongol soldiers were able to utilize a wide variety of military equipment.
- Soldiers were adequately clothed and protected, which allowed them to adapt to difficult climatic conditions and/or survive in battles.

*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]**.*

17N.1.BP.TZ0.02

Value:

- The author is a professor of anthropology and tribal peoples and is therefore likely to provide an anthropological, rather than an historical, perspective about Genghis Khan's organization.
- The book was published in 2004 and is aimed at an academic audience. It is therefore likely to have incorporated latest research and theories.
- The source provides an overview of Genghis Khan's military tactics.
- The source contextualizes Genghis Khan's contribution to the modern world.

Limitations:

- The book does not exclusively focus on military history, thus information on Mongol military tactics and strategies might be limited.
- In contrast to the first bullet point of "Value", some candidates may argue that the author is not an historian but a social anthropologist who specializes in tribal peoples.

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

17N.1.BP.TZ0.03

Marks	Level descriptor
5–6	• The response includes clear and valid points of comparison and of contrast.
3–4	• The response includes some valid points of comparison and/or of contrast, although these points may lack clarity.
1–2	• The response consists of description of the content of the source(s), and/or general comments about the source(s), rather than valid points of comparison or of contrast.
0	• The response does not reach a standard described by the descriptors above.

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

Comparisons:

- Both sources point out the weaknesses of the enemy.
- Both sources highlight the role of Genghis Khan as an effective leader.
- Both sources emphasize the military advantage that the Mongols had; in terms of the cohesiveness of their military in Source B and their innovative military strategies and unity in Source C.

Contrasts:

- Source C states that the Mongols' enemy was perplexed [confused] and, therefore, weak whereas Source B identifies weakness as a consequence of political disunity.
- Source B points out that religious tolerance made the Mongols welcome in some regions whereas Source C emphasizes the Mongols' military advantages and the role of Genghis Khan.
- Source B emphasizes the importance of the cohesion of Mongol military forces whereas Source C focuses on the importance of Genghis Khan's development of military tactics and strategies.

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

Highlights factors that explain the Mongols' rise and emergence including the extent of their motivation. Their military superiority and their aggression facilitated attacks against their neighbours and their hunger for booty and spoils contributed to the takeover of Central Asia and the Middle East.

Source B

Acknowledges the cohesion of the Mongol military; however, it emphasizes other factors in explaining the success of the Mongols' military campaigns under Genghis Khan, including the disunity of the enemy, the religious pluralism of the Mongols, and collaboration among the local populations.

Highlights military aspects, including innovative and diverse military tactics that the enemy could not compete with. In addition, it highlights the discipline and unity that characterized the army and its obedience to commanders and loyalty to Genghis Khan.

The Mongols' war equipment was diverse in nature, thus ensuring an array of items used in battles.

There may be reference to the characteristics of the Mongol army and its overall organization, including reference to the decimal system (in which forces were organized into groups of 10, 100, 1000, 100000), training, mobility and speed. Reference could also be made to the Mongols' range of techniques including intelligence, which was enhanced through organization of *yams* (a system of messengers), psychological warfare, military tactics (the use of felt puppets to create the illusion of a larger force and/or feigned retreat ploys) and logistics. Reference could be made to other wars that took place prior to Genghis's era.

Reference could also be made to other factors that contributed to the successful takeover of Central Asia and the Near East, including the role of the leadership—in particular Genghis Khan's personal role—and further details on the weaknesses of Genghis's enemies.

22M.1.BP.TZ0.1

John submitted to his brother Richard I.
A diverse group of people accepted Richard I as king.
Their mother played a significant role in their relationship.

*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]**.*

22M.1.BP.TZ0.2

Value:

It is a 12th century chronicle which aims to depict the history of the Plantagenets.
As a contemporary chronicle, it is a first-hand account of Richard I's reign.
It provides information about John's actions during Richard I's absence.

Limitations:

Since it is based on contemporary accounts it lacks the benefit of hindsight.
The chronicle's scope is wide and not specifically focused on the reign of Richard I.

The information could have been exaggerated as Richard I was the ruler at the time.

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

22M.1.BP.TZ0.4

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 B Richard I is pictured as the leading political authority, imposing his power on his brother John, who was finally subject to his command. Eleanor of Aquitaine, mother of Richard I and John, was important in maintaining their relationship.

Source C During Richard I's absence, John disturbed the provinces of England with the help of troops of criminals, since the nobles of the kingdom opposed him. However, John's surrender of Windsor Castle suggests a reduction in political turmoil.

Candidates may consider that Richard I's main interest was leading the crusade, rather than planning the future of the English monarchy. This had an impact on the royal treasury as well as in the political arena since the king sold sheriffdoms, rights and lands to gather resources for the enterprise in the Middle East. Candidates may also mention the agreement between Richard I and Henry VI for his release, which encompassed the formal surrender of his kingdom to Henry VI, taking it back as a fief. Candidates may discuss Richard I's return to England and the political risks the kingdom underwent that forced Richard I to celebrate a second coronation in order to confirm his authority. Soon after, Richard I left for Normandy and never returned, leaving England under the rule of the Archbishop of Canterbury, Hubert Walter. Candidates may also offer information on John, who was banished and deprived of all his lands but later reconciled to Richard I, recovering some of his domains.

21N.1.BP.TZ0.1

a.

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.

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]**.*

21N.1.BP.TZ0.2

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 value limitations are discussed, award a maximum of . Origin, purpose and content should be used as supporting evidence to make relevant comments on the value and limitations. For there must be at least one reference to each of them in the value the limitations.

21N.1.BP.TZ0.3

Marks	Level descriptor
5–6	• The response includes clear and valid points of comparison and of contrast.
3–4	• The response includes some valid points of comparison and/or of contrast, although these points may lack clarity.
1–2	• The response consists of description of the content of the source(s), and/or general comments about the source(s), rather than valid points of comparison or of contrast.
0	• The response does not reach a standard described by the descriptors above.

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

Comparison:

Both sources 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.

21N.1.BP.TZ0.4



Marks	EXAM 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.

