

# Markscheme

November 2020

History

Higher level and standard level

Paper 1

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**Prescribed subject 1: Military leaders**

**For the attention of all examiners: if you are uncertain about the content/accuracy of a candidate's work please contact your team leader.**

1. (a) What, according to Source D, were the consequences of Richard I's refusal to take Jerusalem? **[3]**

- 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.

*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 B suggest about Richard I's march towards Jerusalem? **[2]**

- Richard I led the march to Jerusalem.
- The King was accompanied by numerous followers.
- There were Arabs involved in the march.

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

2. With reference to its origin, purpose and content, analyse the value and limitations of Source A for an historian studying Richard I's involvement in the Third Crusade. **[4]**

**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 **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 **[4]** there must be at least one reference to each of them in **either** the values **or** the limitations.*

3. Compare and contrast what Sources C and D reveal about Richard I’s participation in the Third Crusade.

[6]

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

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

**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.

4. Using the sources and your own knowledge, evaluate Richard I’s contribution to the Third Crusade.

[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** 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.

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

**For the attention of all examiners: if you are uncertain about the content/accuracy of a candidate’s work please contact your team leader.**

5. (a) What, according to Source G, was the impact of the Spanish conquest on the indigenous populations? **[3]**
- The Spaniards seized land from the indigenous peoples.
  - They forced the indigenous populations of all ages to work for them.
  - The indigenous populations were not allowed to own houses or have possessions.
  - The difficult working conditions contributed to the death of many indigenous people.

*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 H suggest about the impact of the conquest on the indigenous populations in Mexico? **[2]**
- The indigenous populations were exploited by the Spanish.
  - The Spanish treated the indigenous people brutally.
  - The Spanish killed indigenous people during the conquest.

*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 impact of the conquest on indigenous populations. **[4]**

**Value:**

- The source was written by an historian who was contemporary to the events studied.
- It offers the perspective of a Spanish missionary during the conquest.
- It provides detailed evidence of the exploitation of the indigenous peoples.
- It is evidence that the Spanish government was aware of the negative impact of the conquest on the indigenous peoples.

**Limitations:**

- It was written with the purpose of denouncing the excesses committed during the conquest and to urge the Spanish government to respond to the atrocities described. As such, it may have exaggerated events.
- The source was written in 1542, 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]**. Origins, purpose and content should be used as supporting evidence to make relevant comments on the values and limitations. For **[4]** there must be at least one reference to each of them in **either the values or the limitations**.*

7. Compare and contrast what Sources E and F reveal about the impact of the *encomiendas*. [6]

Marks	Level descriptor
5–6	<ul style="list-style-type: none"> <li>The response includes clear and valid points of comparison <b>and</b> of contrast.</li> </ul>
3–4	<ul style="list-style-type: none"> <li>The response includes some valid points of comparison and/or of contrast, although these points may lack clarity.</li> </ul>
1–2	<ul style="list-style-type: none"> <li>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.</li> </ul>
0	<ul style="list-style-type: none"> <li>The response does not reach a standard described by the descriptors above.</li> </ul>

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 state that the indigenous populations were exploited.
- Both show the need to pass legislation regulating the living and working conditions of the indigenous peoples.
- Both state the Spanish crown faced problems in finding a balance between the interests of *encomenderos* and the welfare of the indigenous populations.
- Both sources attribute a leading role to Bartolomé de las Casas in attempting to regulate indigenous labour.

**Contrasts:**

- Whereas Source E claims Spain saw the *encomiendas* as leading to abuses, Source F states Spain saw them as necessary for prosperity.
- Source E states *encomenderos* deserved large estates in America whereas Source F argues that there was concern these lords could challenge royal authority.

8. Using the sources and your own knowledge, discuss the social and economic impact of the Spanish conquest on the indigenous populations between 1519 and 1551. [9]

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

Apply the markbands that provide the “**best fit**” to the responses given by candidates and **award credit wherever it is possible to do so**. The following material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. While it is expected that there will be coverage of **at least two** of the sources, candidates are not required to refer to all four sources in their responses.

**Indicative content**

**Source E**            The source argues that the *encomienda* system turned the indigenous populations almost into slaves. Although it highlights the benefits of the New Laws (1542), it acknowledges that their implementation was challenging.

**Source F**            The source refers to the exploitation of the indigenous peoples, their loss of land and the fact that they were made to pay tribute to Spain. It argues that the *encomienda* became a necessary institution to safeguard the welfare of the indigenous populations.

**Source G**            The source discusses the negative impact of the conquest for the indigenous populations by, for example, referring to the loss of housing and possessions. Also, this source refers to the dangerous working conditions and the resulting deaths.

**Source H** The source focuses on the negative impact of the conquest by depicting oppression, death and brutality.

**Own knowledge** **Economic impact:** Candidates may offer information on the Mita system (forced labour). They may refer to the exploitation of mines and its impact on the indigenous populations: displacements, poor living and working conditions, the rise of cities (for example, Zacatecas). They may discuss the impact of the deviation of water resources from indigenous fields or the introduction of cattle from Spain which occupied the land used for crop rotation. They may also refer to the Columbian exchange. **Social impact:** Candidates may offer details on the spread of diseases; the demographic crisis; the separation of families. They may also discuss the forced religious conversions; the growth of the *mestizos* population; the resistance to assimilation; the introduction of African slaves.

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

**For the attention of all examiners: if you are uncertain about the content/accuracy of a candidate's work please contact your team leader.**

9. (a) What, according to Source I, were Mussolini's reasons for invading Abyssinia in October 1935? **[3]**

- Italy did not receive the territories that it believed were promised to them in 1915.
- Italy had been patient with Abyssinia for 40 years and it was now time to take action.
- Mussolini believed that Britain and France would not take action against Italy.
- Mussolini considered the invasion of Abyssinia would lead only to a limited colonial 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 **[3]**.*

(b) What does Source J suggest about the Italian invasion of Abyssinia? **[2]**

- The Italian forces used advanced weapons such as poison gas and aircraft.
- The invasion was brutal and caused death and devastation.
- It implies that Mussolini believed the Abyssinians were uncivilized, compared to the Italians.

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

10. With reference to its origin, purpose and content, analyse the value and limitations of Source I for an historian studying Italy's invasion of Abyssinia in 1935. **[4]**

**Value:**

- The speech was given by Mussolini, leader of Italy, as the invasion of Abyssinia was launched.
- The source indicates how Mussolini sought to justify the invasion of Abyssinia to the public.
- The source gives specific details on the anticipated international reaction to the invasion of Abyssinia in 1935.

**Limitations:**

- The speech is a propaganda statement by Mussolini and therefore he may be exaggerating his argument.
- It is only offering insight into the Italian government's position on the invasion.
- The source is from October 1935 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]**. Origins, purpose and content should be used as supporting evidence to make relevant comments on the values and limitations. For **[4]** there must be at least one reference to each of them in **either the values or the limitations**.*

11. Compare and contrast what Sources K and L reveal about Mussolini’s policies towards Abyssinia.

[6]

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

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

**Comparisons:**

- Both sources see Mussolini’s invasion as being a reaction to the Italian defeat at Adowa in 1896.
- Both sources identify Abyssinia as being one of the few territories left as a target for colonization in Africa by Mussolini.
- Both sources claim that Britain and France were unlikely to intervene.
- Both sources indicate that Mussolini was facing difficulties domestically and that a successful war was needed to help support his position as leader of Italy.

**Contrasts:**

- Source K identifies 1925 as the date by which Mussolini had decided on military preparations for war, whereas Source L states that the decision to go to war was made far later in 1932.
- Source L is more explicit about Mussolini using the invasion as a response to the Depression, whereas Source K sees the invasion as being Mussolini’s need to maintain morale at home.

12. Using the sources and your own knowledge, discuss the factors which influenced Mussolini’s decision to invade Abyssinia on 3 October 1935. [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** It offers information on different factors influencing Mussolini’s decision. For example, the fact that Italy did not make the territorial gains that it believed were promised to them. Mussolini wanted revenge on Abyssinia. Mussolini believed that Britain and France were unlikely to intervene in any conflict with Abyssinia.
- Source J** Abyssinia was completely unprepared for war in 1935 and Italy, with its technological advantage, would achieve an easy victory. Mussolini believed Abyssinia was uncivilized.
- Source K** Mussolini wanted to create an African empire by invading Abyssinia, eradicating the memory of the defeat of Adowa. Mussolini’s domestic policies were failing and he needed to maintain morale at home by a successful overseas war against weak opponents. Mussolini also saw little danger of interference from Britain and France in 1935 who he considered as allies.



**Source L** Mussolini thought that Fascism had to show that it had an effective foreign policy and the invasion of Abyssinia was a perfect way of demonstrating it. Italy was still suffering economically from the Depression and a successful colonial conquest, which also reversed the humiliation of Adowa, was the perfect solution to criticism at home.

**Own knowledge** Candidates may offer further detail on the relationship between Italy, Britain and France. For example, candidates may discuss the Franco-Italian Pact, the Stresa Front, the Anglo-German Naval Agreement and their impact.

Candidates may argue that the attitudes of Britain and France towards Italy indicated to Mussolini that the League would also be ineffectual in taking any unified action against the invasion. Its policy of collective security had been weakened by the Manchurian Incident in the 1930s.

Candidates may also include some specific details concerning the failures of Italian social and economic domestic policies in the 1930s and Mussolini's attempt to achieve autarky as factors behind the invasion.

**Prescribed subject 4: Rights and protest**

**For the attention of all examiners: if you are uncertain about the content/accuracy of a candidate's work please contact your team leader.**

13. (a) What, according to Source M, were the reasons for the establishment of the Bantustan system? **[3]**
- To respond to a situation of international isolation and hostility.
  - To achieve internal security by crushing black opposition.
  - To separate black Africans from “white” South Africa.
  - To respond to economic concerns.

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

- (b) What does Source N suggest about the distribution of the Bantustans? **[2]**
- The Bantustans comprised only a small proportion of South Africa's total land area.
  - The Bantustans were fragmented.
  - The Bantustans were predominantly in the northern and eastern parts of South Africa.

*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 P for an historian studying the Bantustan system. [4]

**Value:**

- It is written by a specialist in South African history.
- The publication date offers the benefit of hindsight.
- The source provides an insight into the nature and injustice of the Bantustan system.
- The source suggests that there was concern about the international perception of the system.

**Limitations:**

- The author's intent is to provide a broad overview of South African history. Therefore, his account may lack sufficient depth when considering the Bantustans.
- The source offers insight only on the establishment of the Bantustans and lacks information about the consequences of the implementation of the system.

*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 [4] there must be at least one reference to each of them in **either the values or the limitations**.*

15. Compare and contrast what Sources O and P reveal about the Bantustan system. [6]

Marks	Level descriptor
5-6	<ul style="list-style-type: none"> <li>The response includes clear and valid points of comparison <b>and</b> of contrast.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>The response includes some valid points of comparison and/or of contrast, although these points may lack clarity.</li> </ul>
1-2	<ul style="list-style-type: none"> <li>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.</li> </ul>
0	<ul style="list-style-type: none"> <li>The response does not reach a standard described by the descriptors above.</li> </ul>

*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 state that the Bantustans were intended to serve the interests of the white population.
- Both sources indicate that the Bantustans comprised only around 13% of South Africa’s land area.

**Contrasts:**

- Source P states that Verwoerd claimed Africans enjoyed full political rights whereas Source O claims there was no self-government for the Africans.
- The tone in Source O is highly critical, with its central purpose being to demonstrate the injustice of the Bantustan system, whereas Source P provides a more detached historical account.
- Whereas Source P mainly considers the political aspects of the Bantustan system, Source O largely focuses on its economic and social factors.
- Source O focuses entirely upon the domestic impact of the Bantustan policy whereas Source P also considers the international perception of the system.

16. Using the sources and your own knowledge, evaluate the success of the Bantustan system in achieving the aims of the South African government. [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 M**                    The aims of the South African government were to respond to a situation of international isolation, to achieve internal security and to respond to economic concerns. Also, the government wanted to separate black Africans from “white” South Africa.

**Source N**                    The map shows how most of South Africa’s land area was reserved for the white population. However, this would strengthen black Africans’ opposition to the government.

- Source O** This source’s demonstration of the injustice of the Bantustan system and its condemnation of the government suggests that the government would face a worsening security problem.
- Source P** The source’s reference to the “best farming land and mineral wealth” being guaranteed for the white population could strengthen the government’s political position. However, the granting of only a small proportion of land to black Africans would be likely to increase black opposition to the government.
- Own knowledge** Candidates may provide evidence of the black majority’s increasing hostility to the government and the security threat that this posed for the authorities. They may provide further details regarding the shooting of peaceful demonstrators in Sharpeville or make reference to the Langa March (1960). This in turn led to the leaders of both the African National Congress (ANC) and the Pan-African Congress (PAC) to decide to switch from peaceful protest to violence. The ANC’s “Spear of the People” began a campaign of sabotage, and the PAC also formed a terrorist group. Candidates may further discuss the international impact of Sharpeville and Langa which led to increased pressure on the South African government to end apartheid. Candidates may argue that white general election results showed a significant increase in support for the government between 1948 and 1961. Candidates may argue that South Africa’s increasing ability to withstand international pressure was due to the Cold War and to South Africa’s economic strength, rather than the Bantustan system.

**Prescribed subject 5: Conflict and intervention**

**For the attention of all examiners: if you are uncertain about the content/accuracy of a candidate's work please contact your team leader.**

17. (a) What, according to Source Q, were the aims of the Kosovo Liberation Army? **[3]**
- To gain the support of all Albanians for the armed struggle.
  - To get funding for the movement.
  - To liberate the territory from the occupiers.
  - To call on the international community to commit to a fair solution to 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 **[3]**.*

- (b) What does Source T suggest about Slobodan Milosevic's actions in Kosovo? **[2]**
- Milosevic had perpetrated violence and killing in Kosovo.
  - There had been an attempt to ethnically cleanse Kosovo.
  - Slobodan Milosevic was responsible for these actions and had become known as the butcher of Kosovo.

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

18. With reference to its origin, purpose and content, analyse the value and limitations of Source Q for an historian studying the conflict in Kosovo. [4]

**Value:**

- The source is a statement by the KLA, a key actor in the conflict, at a time when tension was increasing in Kosovo.
- It reveals the aims publicly set down by the KLA and provides justifications for its actions.
- It indicates how the KLA rallied support by highlighting issues which led to conflict in Kosovo and how it criticized the inaction of the international community.

**Limitations:**

- The source is from 1997, when events were still unfolding.
- The aim is to rally support for the KLA, therefore it may exaggerate Serbian actions in Kosovo.
- The language is emotive and it does not offer a balanced account regarding the situation in Kosovo at the time.

*The focus of the question is on the value and limitations of the question. 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 [4] there must be at least one reference to each of them in **either** the values **or** the limitations.*



19. Compare and contrast what Sources R and S reveal about the conflict in Kosovo. [6]

Marks	Level descriptor
5-6	<ul style="list-style-type: none"> <li>The response includes clear and valid points of comparison <b>and</b> of contrast.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>The response includes some valid points of comparison and/or of contrast, although these points may lack clarity.</li> </ul>
1-2	<ul style="list-style-type: none"> <li>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.</li> </ul>
0	<ul style="list-style-type: none"> <li>The response does not reach a standard described by the descriptors above.</li> </ul>

*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 state that the failed attempt to arrest Adem Jashari contributed to the conflict.
- Both state that the brutal attack on the Jashari clan in March was a turning point in the conflict, strengthening support for the KLA.
- Both state that Adem Jashari was or became a symbol of resistance for Kosovan Albanians.
- Both state that weapons came from Albania into Kosovo, contributing to increased violence.

**Contrasts:**

- Source R highlights the role of the United States in the conflict, whereas Source S focuses on the regional factors.
- Source R suggests the KLA were gaining in strength, whereas Source S suggests the Serbian army was far superior.

20. Using the sources and your own knowledge, to what extent do you agree that the actions of the Kosovo Liberation Army escalated the conflict in Kosovo? [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 KLA called for funding and support from Albanians to enable them to respond with greater force to liberate Kosovo, which contributed to the conflict. However, the KLA claim to be responding to Serb violence.
- Source R** The source identifies a number of factors that escalated the conflict such as the growing strength of the KLA but also the attack on the Jashari clan by Serbian police and military. The source also suggests that the United States envoy may have contributed to the conflict.
- Source S** The source outlines Serbian responsibility for the escalation of conflict as the result of its campaign of suppression. It refers to the brutal attack on the Jashari clan. However, the escalation was also due to the collapse of the Albanian government in 1997, and the subsequent access to arms for the KLA.

**Source T** Slobodan Milosevic was responsible for the escalation and was called the ‘butcher of Kosovo’. The source also implies that Serbian forces had attempted to ‘ethnically cleanse’ Kosovo.

**Own knowledge** Candidates may argue that the actions of Kosovar Albanians escalated the conflict. The KLA, set up in 1996, began a series of attacks on Serb police and army units which continued throughout 1997. The KLA made public appearances at the funerals of Kosovar Albanians and these became the focus for mass protests. The KLA increased armed attacks on Serb forces in early 1998. By the spring of 1998 attacks on Serb police were launched from Albania. Candidates may provide further detail on the role of the Serbian government police and military in escalating the conflict, such as the Racek massacre. Candidates may discuss the role of foreign powers, the UN and NATO in the escalation of the conflict.

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