

Markscheme

November 2024

History

Higher / Standard level

Paper 1

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Prescribed subject 1: Military leaders

1. (a) What, according to Source A, were Richard I’s achievements during the Third Crusade? **[3]**
- Richard I was never caught by surprise.
 - Richard I successfully commanded an international army.
 - He was not defeated in the field.
 - He was able to negotiate a truce and to regain control of territories on the coast.

*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 Richard I’s participation in the Third Crusade? **[2]**
- Richard I commanded a large army.
 - Richard I’s armies made use of devices such as catapults and siege towers during the battles.
 - The church supported Richard I’s actions.

*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 B for an historian studying the achievements of the crusaders during the Third Crusade.

[4]

Value:

- As a contemporary chronicle it is a first-hand account of the events that occurred during the Third Crusade.
- It is a chronicle written with the aim of recording the life of Saladin, one of the protagonists of the Third Crusade.
- It provides information about the conditions imposed by the crusaders over the Muslims after the crusaders had conquered territories.

Limitations:

- Since it is based on contemporary accounts it lacks the benefit of hindsight.
- The author's view could be affected by his loyalty to Saladin.
- The information about the events could have been exaggerated to criticize the actions of the crusaders.

*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 C reveal about Richard I’s achievements in the Third Crusade.

[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 Richard I became a successful commander of large armies.
- Both sources highlight Richard I’s skills as a tactician.
- Both sources state that Richard I was able to conquer territories in Palestine.
- Both sources mention that Richard I failed in recapturing Jerusalem.

Contrast:

- While source A suggests that Richard I became a commander thanks to his military skills, source C states he emerged as a commander by accident and intrigue.
- While source A mentions that Richard I led contingents from different nations, source C refers only to Richard I’s own forces.

4. Using the sources and your own knowledge, to what extent do you agree with the view that Richard I’s contributions enabled the Third Crusade to achieve its aims?

[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 A Richard I skilfully commanded various and numerous contingents. He won considerable victories and regained control of territories on the coastline. However, he was not able to recapture Jerusalem.

Source B The siege of Acre forced the city to surrender to the crusaders. After a damaging siege, a treaty of peace was signed in which the crusaders received the city, money and prisoners, as well as the cross of the crucifixion. Muslims were also allowed to leave the city in safety, taking their families and properties.

Source C Richard I's military expertise and the size of the forces he commanded allowed him to lead a series of successful military actions, capturing Cyprus and Acre and marching towards Jaffa. However, his progress slowed, and he failed in two attempts to recover Jerusalem.

Source D Richard I was the commander of a large force. He had the support of the church and used devices such as catapults against cities under siege.

Own knowledge Candidates may support the statement giving further details about Richard I's military expertise, the fall of Acre, and referring to other successful campaigns carried out by him such as the Battle of Arsuf (that made possible the taking of Joppa), and the Battle of Jaffa. They may also state that, thanks to his negotiations with Saladin, the crusaders kept a strip of coast in the region that allowed Christian pilgrims access to their sacred sites.

Candidates may challenge the statement, giving further details about the failed attempts to recapture Jerusalem. They may also consider that Richard I's quarrels with Leopold V, Duke of Austria, and Philip II of France, caused the withdrawal of significant numbers of soldiers from the Third Crusade, when they were needed to guard the expanded territory. Richard's involvement in the dispute for the crown of Jerusalem, favouring Guy de Lusignan over Conrad of Montferrat, also affected the unity of the crusader forces.

Prescribed subject 2: Conquest and its impact

5. (a) What, according to Source E, were the causes of the decrease of the indigenous population during the 16th century? **[3]**
- A significant number of indigenous people died through wars or by direct homicide.
 - A large number of indigenous people died due to the mistreatment to which they were subjected.
 - The majority of the indigenous population died from diseases brought in unintentionally by the Spaniards.
 - The death of the majority of the indigenous people was the result of a natural catastrophe.
- (b) What does Source G suggest about the treatment of the indigenous population? **[2]**
- The indigenous population was subjected to forced labour by the Spanish.
 - The indigenous population was forced to work in silver mines.
 - The Spanish used violence or the threat of violence to control the workforce.

6. With reference to its origin, purpose and content, analyse the value and limitations of Source H for an historian studying Spain's justification for subjugating the indigenous population.

[4]

Value

- The author is a recognized chronicler of Charles V and Philip II of Spain.
- Its purpose is to justify the right of Spain to subjugate the indigenous population.
- It provides religious justification for the Spanish domination.

Limitations

- The author is a Catholic priest and a very strong defender of the Church and the Spanish Crown.
- Since his purpose was to justify the Spanish conquest, he does not consider the point of view of the indigenous population.
- The author may have exaggerated the negative aspects of the indigenous population to justify 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 F and H reveal about the subjugation of the indigenous population to Spanish rule.

[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 claim that Spain established domination over the land and population after the Conquest.
- Both sources mention the consequences that this domination had for the indigenous population.

Contrast:

- Source F states that the impact of the Conquest on the population is negative, while Source H only claims positive consequences.
- While Source H claims that the subjugation of the population was justified, Source F considers it a deadly oppression.
- Source F sees conquest as the destruction of the indigenous way of life and social structures, while Source H sees it as the way to incorporate indigenous people into a morally correct life according to Christian principles.
- While Source H states that the war is just, and that the losers and their properties must pass to the ownership of the victors, Source F claims that this is part of the Spanish abuses.

8. “It is an undeniable fact that Spanish domination resulted in demographic change through deadly oppression”. 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.

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Indicative content

- Source E** The source states that the Conquest led to a huge decrease in the native population due to wars, mistreatment of the indigenous population by the conquerors, and diseases.
- Source F** The source claims that there is a huge demographic decline, especially male, due to wars, abuse by the Spaniards, the new diseases and suicide.
- Source G** The source depicts a Spaniard forcing indigenous people to work in a silver mine by violence or the threat of violence.
- Source H** The source offers religious justification of “deadly oppression”, which led to demographic change.
- Own knowledge** Candidates may support the statement by considering the data on population before and after the Conquest, and the different ways in which the contact between the conquerors and the indigenous population influenced the demographic decline. In addition, candidates may consider what the destruction of their society and way of life meant to the indigenous population.

Candidates may offer further detail on the different ways in which indigenous labour was exploited, for example, the *encomienda* or the *mita*, especially the latter, since work in the mines had a high mortality rate.

Candidates may challenge the statement by referring to the New Laws of 1542, which legislated the protection of indigenous people, as well as the interventions of Fray Bartolomé de Las Casas and Francisco de Vitoria demanding humane treatment for the indigenous population.

Prescribed subject 3: The move to global war

9. (a) What, according to Source I, were the reasons for Italy to declare war on Britain and France? **[3]**
- Fascist Italy needed to fight Britain and France who had frequently blocked its progress or plotted against the Italian people.
 - Italy had tried to avoid war by proposing to revise and adapt treaties, but with no success.
 - Italy needed to expand to have free access to the Atlantic Ocean.
 - Italy declared war on Britain and France to support Germany as an ally.
- (b) What does Source J suggest about relations between Italy and Germany in 1938? **[2]**
- Germany is more powerful or influential than Italy in European affairs.
 - There is cooperation between Germany and Italy.
 - Mussolini is taking credit for the annexation of Austria.

10. With reference to its origin, purpose and content, analyse the value and limitations of Source I for an historian studying Italian foreign policy in 1940.

[4]

Value

- It is contemporary to events and is by the Italian Fascist leader himself.
- It shows how Mussolini enlisted popular support in the war against Britain and France.
- The speech is very precise in detailing the reasons why Italy should go to war and support Germany.

Limitations

- It is only Mussolini's personal viewpoint.
- The speech's purpose is to gain support for his actions and Mussolini may be exaggerating the actual political reality.
- It does not show the outcomes of events – narrow scope.

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

11. Compare and contrast what Sources K and L reveal about German and Italian foreign policy in the 1930s.

[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 claim that events in Austria complicated relations between Italy and Germany.
- Both sources maintain that both Germany and Italy sought territory.
- Both sources argue that Mussolini wanted to form an alliance with Nazi Germany.
- Both sources claim that events in Abyssinia or the outbreak of the Spanish Civil War were instrumental in bringing Germany and Italy together.

Contrast:

- Source K argues that the ideologies of Germany and Italy were firmly merged together whereas Source L argues that there were some considerable ideological differences between the two regimes.
- Source K suggests that the alliance between Germany and Italy was strong, whereas Source L argues that this was not such a strong alliance as Italy only committed itself militarily in June 1940.

12. Using the sources and your own knowledge, to what extent were the foreign policies of fascist Italy and Nazi Germany, up to 1940, influenced by their territorial ambitions?

[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** The source states that Italy must go to war against Britain and France in order to break the territorial and military chains that have confined it to the Mediterranean and prevented Italian expansion into the Atlantic.
- Source J** The source portrays the Anschluss in 1938 whereby Germany annexed Austria ignoring Italy and establishing itself as the dominant power in the Rome-Berlin Axis. The expansion of Germany territorially was a key factor in determining German foreign policy.
- Source K** The source shows that war was an essential component of both Italian and German foreign policy with the aim of expanding their empires. Germany needed to defeat France and secure its western border to allow the creation of *lebensraum* in the East. Mussolini wanted control over the Mediterranean Sea to achieve *spazio vitale*.
- Source L** The source argues that a key foreign policy success for Germany was the remilitarisation of the Rhineland. It also emphasizes the fact that for Italian foreign policy the occupation of Abyssinia, by creating a greater Empire in the Mediterranean and more living space for the Italian people, was a major *success* for Mussolini.
- Own knowledge** Candidates could include mention of the Munich Conference and events in Czechoslovakia; the signing of the Pact of Steel; the Nazi-Soviet Pact; the Italian invasion of Albania and Greece; events in the Second World War such as the German invasion of Poland, Norway, Denmark, the Benelux countries and France, which resulted in the expansion of German territory. Candidates may challenge the question, exploring other factors that influenced foreign policy, for example economic and ideological factors or personal ambitions. Candidates must not include material that is past 1940 or that predominantly deals with the domestic policies of the two countries.

Prescribed subject 4: Rights and protest

13. (a) What, according to Source M, was the change in the government's response to anti-apartheid action in the lead up to the Rivonia trial?

[3]

- In the 1960s new government measures were implemented.
- The 1963 General Laws Amendment Act meant new repressive legislation.
- A secret intelligence-gathering operation was created, leading to the establishment of BOSS.
- South Africa was becoming a police state with torture and abuse featuring as established practice.

(b) What does Source N suggest about the impact of apartheid laws in the Rivonia trial?

[2]

- Mandela and the non-white population were victims of apartheid laws.
- The legal system was negatively affected by the apartheid laws.
- Apartheid laws would determine the outcome of the Rivonia Trial.

14. With reference to its origin, purpose and content, analyse the value and limitations of Source O for an historian studying the impact of the Rivonia trial in apartheid South Africa.

[4]

Value

- It is an account written by a defence attorney (lawyer) involved in the trial.
- The account aims to inform on the Rivonia trial in detail.
- It describes the growing confidence of people who opposed apartheid despite the contempt and violence that was shown towards them.

Limitations

- The author's role as defence attorney (lawyer) means he is not impartial.
- The account intends to portray the Rivonia Trial as a turning point in South African history, and the author may be exaggerating its importance
- The account only portrays the reactions of the crowd outside the courtroom, rather than a broader analysis of the Rivonia Trial's impact.

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

15. Compare and contrast what Sources M and P reveal about the government’s official response prior to the Rivonia trial.

[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 describe how the police state worked.
- Both sources refer to secret intelligence operations.
- Both sources describe the harshness and brutality of the state’s response to the anti-apartheid movement.
- Both sources agree that the government response worsened in the 1960s.

Contrast:

- Source P suggests that mistakes by the ANC facilitated its downfall, whereas Source M only refers to the state’s repressive laws and actions as factors that hindered the opposition.
- Source M takes a general overview of the police state and legislation whereas Source P focuses specifically on Liliesleaf

16. Using the sources and your own knowledge, evaluate the effectiveness of the government response to opposition to apartheid up to 1964.

[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** By the time of Rivonia, South Africa was virtually a police state, and the arrests of so many prominent members of the ANC leadership was a major blow to the movement and struggle for liberation.
- Source N** Arresting and imprisoning Mandela was a symbolic loss for the anti-apartheid movement, but the laws also damaged the perceptions of the South African legal system and government response.
- Source O** Anti-apartheid supporters were further galvanized by the imprisonment of the ANC leadership. Deep divisions between non-white and white South Africans were further entrenched.
- Source P** The ANC were subjected to banning orders, restricted from almost all social and political contact with others, detained, driven into exile, or were serving prison sentences. Resistance was neutralised, numerous political trials were underway and there was increasing brutality from the security police state. Therefore, it became increasingly difficult for the ANC to operate and they lived under immense pressure from the ongoing police intelligence-operation.
- Own Knowledge** The arrests at Liliesleaf and the subsequent Rivonia trial severely hampered the resistance movement, and for a time after the trial, open political activity was nearly impossible. However, candidates may argue that not all the ANC leadership was arrested, with some members managing to flee South Africa and continue their campaign in exile. They may also refer to previous campaigns in the 1950s, in which the ANC and other anti-apartheid organisations challenged the apartheid laws.

Candidates may argue that the trial brought Nelson Mandela to the world stage, through his famous speech from the courtroom dock, which became a rallying cry for non-white people living under the apartheid regime. Owing to the media coverage of the trial, the international community finally focused on South Africa and its oppressive regime and the UN issued statements appealing against the death sentence during the trial.

Prescribed subject 5: Conflict and intervention

17. (a) What, according to source Q, were the effects on Kosovo of the 1989 constitutional amendment? **[3]**
- Serbia recovered its power over Kosovo, which lost its autonomy.
 - Violent protests arose among ethnic Albanians followed by repression.
 - The Democratic League of Kosovo (LDK) emerged as the main opposition party to Serbian rule.
 - A parallel state was created and Rugova's peaceful resistance campaign to achieve the recognition of independence for Kosovo began.
- (b) What does Source R suggest about how the lives of ethnic Albanians changed after the 1989 restoration of Serbian power in Kosovo? **[2]**
- Ethnic Albanians were obliged to create parallel educational institutions as a form of resistance to Serbian domination.
 - Some ethnic Albanian students attended classes in home schools, sometimes in cramped conditions.
 - Home schools may not have given teachers and students the same resources they had in formal schools.

18. With reference to its origin, purpose and content, analyse the value and limitations of Source S for an historian studying the causes of conflict in Kosovo in the 1990s. [4]

Value

- It was written by an historian specializing in the history of Kosovo.
- As it was published in 1998, its purpose was to describe contemporary experiences of the Kosovar population.
- It offers a list of the actions taken against ethnic Albanians in Kosovo during the 1990s.
- It offers a view on the parallel institutions set up by the ethnic Albanians, illustrating their determination to resist Serbian domination.

Limitations

- As the book was published in 1998, it cannot explain the final causes that led to the 1998-1999 open war.
- As the book is focused on the Albanian perspective, it might be biased against the Serbs.

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

19. Compare and contrast what Sources S and T reveal about the nature of the conflicts that emerged in Kosovo after 1989.

[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 focus on the worsening relationship between Serbs and ethnic Albanians.
- Both sources describe the violation of human rights in Kosovo during the 1990s.

Contrast:

- Source S refers to the peaceful resistance of ethnic Albanians in Kosovo, while Source T explains how violent resistance emerged among them.
- Source S highlights the segregation that ethnic Albanians were subjected to in Kosovo in the 1990s, whereas Source T shows the marginalization that they suffered from the international community.
- Whilst Source S describes the Serbian attacks on the cultural identity of ethnic Albanians inside Kosovo, Source T alludes to the absence of recognition of Kosovo’s political independence by the Serbian authorities and the international community.
- Source S focuses on the violation of employment, educational and health rights of ethnic Albanians in Kosovo, whereas Source T centres its attention on the violation of their human rights through brutally unlawful measures.

20. Using the sources and your own knowledge, evaluate the causes of conflict in Kosovo during the 1990s.

[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 source refers to the consequences of the 1989 constitutional reforms in Kosovo, explaining how protests led to widespread repression by Serbian authorities, but also to the organization of peaceful resistance by ethnic Albanians.

Source R Facing Serbian legislation that restricted the access of ethnic Albanians to basic services, education in this case, this source illustrates the alternative solutions that this community developed, despite the pressures on them.

Source S The source describes the effects that the loss of Kosovo's autonomy had on the daily lives of ethnic Albanians, depriving them of the basic rights to labour, health and education, and explains the actions that the LDK put into practice to improve conditions.

Source T The source focuses on the discontent among ethnic Albanians in Kosovo with the outcomes of Rugova's policy of peaceful resistance and with the lack of international attention. It also shows that this situation implied the radicalization of the struggle and resulted in the rise of abuses and, ultimately, open war with Serbs.

Own knowledge Candidates may refer to the historic population of Kosovo, a territory shared by a minority of Serbians and a majority of ethnic Albanians. They may also explain the status that Kosovo had since 1974 under Tito's rule, and the impact of the 1989 constitutional amendment, taking into account the disintegration of Yugoslavia that began in 1991. Other important factors that may be mentioned are the role played by Slobodan Milosevic, the president of Serbia since 1989 and of Yugoslavia since 1997, in the conflict between Serbs and ethnic Albanians. Candidates may also examine the actions developed by the Kosovo Liberation Army (KLA) and the reasons why Kosovo was not included in the Dayton agreement. How violence arose during the 1990s leading to open war in 1998 is another factor that candidates may also develop to explain the causes of conflict in Kosovo.
