

Markscheme

May 2026

History

Higher and Standard level

Paper 1

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Prescribed subject 1: Military leaders

1. (a) What, according to Source A were the outcomes of Richard I's campaigns in the Middle East? [3]

- Richard I defeated the Muslims on several occasions, but he was not able to change the political situation
- The peace concluded with Saladin was fragile and important questions remained unresolved.
- Other crusader leaders saw Richard I's participation as a threat.
- The rivalry between Richard I and Philip II became stronger.

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

- (b) What does Source B suggest about the relations between Christians and Muslims in the Middle East? [2]

- There were agreements between Christians and Muslims.
- Christians are depicted in a dominant position.
- The crusaders equipped with helmets and spears show the potential use of violence in their encounters.

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

2. With reference to its origin, purpose and content, analyse the value and limitations of Source D for an historian studying the outcomes of Richard I's campaign in the Middle East. **[4]**

Value:

- The source is a medieval chronicle about Richard I's campaign in the Middle East.
- The author's aim was to narrate Richard I's deeds.
- The source provides information on the decisions taken by Richard I to end hostilities.

Limitations:

- As a 13th-century source, it lacks the benefit of hindsight.
- Written by a member of the Catholic Church, some aspects could have been exaggerated to praise the Christian king.
- The source covers Richard I's entire campaign in the Middle East and information on its outcomes could be limited.

*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 the participation of Richard I in the campaigns in the Middle East.

[6]

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

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

Comparison:

- Both sources mention Richard I's courage and abilities in battle.
- Both sources mention Richard I's decision to return to England.
- Both sources mention Richard I signed a peace with Saladin.
- Both sources state that Richard I faced conflicts with the French.

Contrast:

- Source A claims that Richard I signed a fragile peace, whereas Source C states a three-year peace was secured.
- Source A states Richard could not change the political situation in the Middle East in the way he wanted, whereas Source C states that the peace signed allowed Christians to retain a number of regions and the pilgrimage to the Holy Places.

4. “Richard I had not been able to change the political situation of the Middle East as he had hoped.” (Source A) Using the sources and your own knowledge, to what extent do you agree with this statement? [9]

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

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

Indicative content

- Source A** Despite having spent more than a year fighting in the Holy Land and defeating the Muslims in a number of battles, Richard I was not able to successfully solve important questions. He could only obtain a fragile peace signed with Saladin.
- Source B** Christian crusaders were able to achieve agreements with Muslims and placed themselves in a dominant position. However, there was still a potential for violent encounters.
- Source C** Richard I displayed outstanding military skill in the Middle East before returning to England. The agreement signed with Saladin allowed for a three-year peace, Christians were granted permission to visit the holy places, Bethlehem and Nazareth, and the survival of the crusader states was safeguarded.
- Source D** Richard I and Saladin agreed to sign a truce. By this agreement, Christians obtained the possession of Jaffa, free access to the Holy Sepulchre and authorization to carry on commerce.

Own knowledge Students may support the statement considering that the main goal, the capture of Jerusalem, was not achieved. Besides, the territory under Christian control was reduced. Furthermore, the truce signed in 1192 restored Ashkelon to Saladin. Students may also refer to the numerous disagreements with other crusaders like the Duke of Austria and Philip II that prevented the crusaders from fully achieving their aims. They may also consider that some of Richard I's actions led to the massacre of Muslim and Christian hostages, evident in the events in Acre.

Students may challenge the statement considering the various successful military operations led by Richard I against Saladin that allowed him to conquer important territories. Richard I's conquest of the island of Cyprus gave the crusaders a staging area and a recruiting base. It also protected the shipping lines between Western Europe and the Middle East. The taking of Acre was also important due to its port and its commercial centre. Students may also state that Richard I re-established the Christian control along the coastline from Jaffa to Antioch and enabled the survival of the crusader states.

Prescribed subject 2: Conquest and its impact

5 (a) What, according to Source E, were the reasons to expel the Jews from the Iberian Peninsula? **[3]**

- Great damage to the Christians resulted from the social interaction and communication with the Jews.
- Jews tried to draw away faithful Christians from the holy Catholic faith.
- Jews tried to attract Christians to their beliefs.
- Religious men and great noblemen of the kingdoms strongly advised the King and Queen to expel the Jews.

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

(b) What does Source F suggest about Christian attitudes to other religions? **[2]**

- Non-Christians were punished.
- Religious authorities and soldiers took part in the punishment.
- Public ceremonies were held to punish non-Christians.

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

6. With reference to its origin, purpose and content, analyse the value and limitations of Source E for an historian studying Fernando and Isabel's attitude towards the Jews in the Iberian Peninsula in the late 15th century. [4]

Value:

- It is an official document that shows the royal view regarding Jews.
- The source's aim is to detail the reasons to expel the Jews.
- The source explains the perceived dangers that the Jewish population posed to Christians and the reasons why they should leave.

Limitations:

- It's only the royal viewpoint and lacks different perspectives.
- The edict description of the Jews may include exaggerations intended to picture them in a negative way.
- There is no indication on how events unfolded after the decree was issued.

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

7. Compare and contrast what sources G and H reveal about the coexistence of Christians, Jews and *conversos* in late 15th-century Spain. [6]

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

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

Comparison:

- Both sources indicate that Jews had played an important role in Iberian culture and that there was collaboration between Jews and Christians in many fields
- Both mention that there were tensions and persecution against Jews.
- Both state that 1492 was a turning point in the coexistence of Christians and Jews
- Both sources mention that many Jews were expelled, or chose exile, and left Spain.

Contrast:

- Source G mentions that conversos abandoned their faith and sincerely considered themselves true Christians, whereas Source H states some of the *conversos* who left Spain returned to Judaism.
- Source G suggest a conflict within the Jewish community with *conversos*, while Source H focuses on the conflict between Jews and Christians, and the role played by the Inquisition in it.

8. Using the sources and your own knowledge, examine the challenges to coexistence between Christians, Jews and *conversos* in the Iberian Peninsula. [9]

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

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

Indicative content

Source E The Edict brings forward the position that all contact between Christians and Jews was dangerous for the salvation of souls and should be avoided. Both religious and lay authorities resolved to order the banishment of all Jews from the kingdom.

Source F The painting shows the importance that conversion had in the Christian world of the 15th century. Religious figures are portrayed leading a ceremony and those who resisted were chained and punished.

Source G The Jews enjoyed an important position in Iberia, and they enriched the culture of the peninsula. Moreover, they held positions of authority and power and even worked for the crown. Regarding conversos, there was jealousy, and many Old Christians did not believe that their conversion was sincere.

Source H Coexistence between Christians, Jews and Muslims was important in medieval Spain. Yet, the situation of Jews changed dramatically after the fall of Granada in 1492. Coexistence between Christians and Jews was challenged, because of religious violence and persecution. Jews faced either conversion to Christianity or exile, and the Spanish Inquisition expanded.

Own knowledge Students may refer to the importance of the Jewish community in Iberia and explain how they had worked for assimilation in the Christian society. They may provide further detail on the many ways in which Jewish scholars contributed to develop science and knowledge in Iberia, and how this benefitted the Christian society as well.

Students may offer further detail on how resentment towards the Jewish community was fuelled by their role as tax collectors and money lenders. As a result of social and religious restrictions, Christians were underrepresented in banking and moneylending. The Catholic Church had restrictions on who could give loans, what interest could be charged on the loans, and other details of financial agreements, such as when payments were due, interest rates, etc. But Jews held many positions in that industry and faced fewer regulations than Christians when it came to giving loans.

Students may also give further details explaining why conversos were still regarded with suspicion, despite their more thorough assimilation.

Moreover, students may refer to the Inquisition, and how it was to play a key role leading to the Jews' expulsion in 1492.

Prescribed subject 3 : The move to global war

9. (a) What, according to Source L, were the principles guiding the Lytton Report? **[3]**

- To ensure compatibility between China and Japan's interests.
- To recognize Japan's interests in Manchuria.
- To secure a measure of Manchurian autonomy.
- To encourage an economic agreement between China and Japan.

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

(b) What does Source K suggest about the response to the Lytton Report? **[2]**

- Japan did not accept/responded aggressively to the findings of the Report.
- The League of Nations did not actively attempt to prevent Japanese aggression.
- Japan is using a plea of self-defence to defend the invasion.

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

10. With reference to its origin, purpose and content, analyse the value and limitations of Source L for an historian studying the League of Nations' response to Japanese expansion in Manchuria. [4]

Value:

- It is an official document by the League of Nations.
- Its purpose was to provide guidance to the League of Nations regarding the Manchurian situation.
- It provides insights into the League of Nations' proposals to end the conflict.

Limitations:

- The source is from 1932 when events were still unfolding.
- Its aim was only to provide guidance on a diplomatic solution
- It fails to consider China and Japan's perspectives on the matter.

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

11. Compare and contrast what Sources I and J reveal about the League of Nations' response to Japanese expansion in Manchuria. [6]

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

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

Comparison:

- Both sources suggest that Japan ignored the League of Nations' recommendations.
- Both sources refer to the inaction of the Great/major western Powers in responding to the Manchurian crisis.
- Both sources state that armed intervention by the Great/major western Powers would have forced Japan out of Manchuria.
- Both suggest the League attempted find agreement between Japan and China.

Contrast:

- Source I suggests that the Great/major western Powers failed to act, whereas Source J argues that the Great Powers were not in a position to take effective action or use force.
- Source I mentions the League gave up its demand for Japanese military evacuation in 1931, whereas Source J states that the League requested Japan to withdraw back to the railway zone in 1932.

12. Using the sources and your own knowledge, discuss the effectiveness of the League of Nations' response to Japanese expansion between 1931 and 1941.

[9]

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

Source I

The League of Nations was hampered by a lack of united front amongst the major powers. By December 1931, the League gave up their demand for Japanese military evacuation and could only hope for a voluntary cessation of hostility between China and Japan.

- Source J** The League was not in a position to take effective action without the commitment of the major powers who feared being drawn into a conflict. The Lytton Report proposed Japanese withdrawal and that both China and Japan should negotiate Japan's rights in Manchuria and a trade agreement. Japan withdrew from the League in protest to the Lytton Report.
- Source K** The League is portrayed as being completely ineffective in stopping Japan and does not have any response to Japan's continued aggression in the face of the Lytton Report. Japan is using a plea of self-defence to defend the invasion.
- Source L** The Lytton Report asserted that a mere restoration of the previous situation in Manchuria would be no solution. Its recommendations advocated for Manchurian autonomy, negotiations and a treaty between the two countries.

Own knowledge Students may approach this question in different ways, including a discussion of the League of Nations' ineffectiveness, an evaluation of its relative effectiveness, and/or an analysis of the reasons why its response to Japanese expansion was limited.

Students may offer further discussion of the ways in which the League was ineffective. They may refer to how, although China appealed to the League following the Manchurian Crisis of 1931, little decisive action was taken, allowing Japanese expansion to continue, including the escalation to full-scale conflict in the Second Sino-Japanese in 1937 and further expansion into China and Indochina.

Students may also consider relative effectiveness. For example, they may argue that the League's actions, including diplomatic pressure and investigation, may have helped to delay wider conflict in the early 1930s. However, this was constrained by Japanese imperial ideology, as well as the imperial interests of Britain and France and concerns about the spread of communism.

Students may further analyse the reasons why the League's response was ineffective or limited. These may include contextual challenges such as instability in China (e.g. the Tanggu Truce of 1933 and the development of the Second United Front in 1936), structural weaknesses of the League (lack of armed forces, limited economic power, absence of the United States, and slow response to the Manchurian Crisis), and wider geopolitical developments, including shifting alliances and the emergence of Axis cooperation in the mid-1930s.

Prescribed subject 4: Rights and protest

13. (a) What, according to source M, were the responses to the Freedom Rides in 1961? **[3]**

- The Rides were met with violence.
- 2000 federal marshals were sent to help.
- There was a threat of Martin Luther King Jr's church being burned down.
- In Mississippi participants were arrested.

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

(b) What does Source N suggest about the Freedom Rides? **[2]**

- They had the support of white people.
- They were demanding enforcement of the law/an end to segregation.
- Supporters of the Freedom Rides were mostly young.

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

14. With reference to its origin, purpose and content, analyse the value and limitations of Source M for an historian studying the 1961 Freedom Rides.

[4]

Value:

- It is a first-hand account from one of the participants in the Freedom Rides.
- The source's aim is to explain the origins and experience of the Freedom Rides.
- It offers a detailed account of the reasons for and reactions to the Freedom Rides.

Limitations:

- It only gives one rider's personal perspective.
- As a participant/supporter he may portray the Rides in a positive light.
- The source does not discuss the long-term outcomes of the Freedom Rides.

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

15. Compare and contrast what Sources O and P reveal about the Freedom Rides of 1961. [6]

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

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

Comparison:

- Both sources suggest the federal government did not enforce the constitution to ensure equality.
- Both sources suggest the Freedom Rides were determined to force the government into action.
- Both sources mention that the Riders faced violence.

Contrast:

- Source O states Kennedy’s administration sent marshals to help the riders, whereas P only states that the administration asked the organisers to call off the Rides.
- Source O suggests the Rides achieved desegregation on interstate transport whereas in Source P the situation was ongoing.
- Source O describes increasing American support, whereas source P refers to international media coverage.

16. Using the sources and your own knowledge, to what extent do you agree with the view that non-violent protest was an effective strategy in achieving civil rights in the US between 1954 and 1965?

[9]

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

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

Indicative content

Source M By 1961, segregation was still in place on interstate travel and federal law was not being upheld in southern states. Although there was still violent opposition to civil rights protesters, support grew as a result of the Freedom Rides.

Source N Young people actively supported the non-violent protest of the Freedom Rides and pressed for enforcement of the law and the end of segregation.

Source O The Kennedy administration appeared to support civil rights, but little was done to change the situation. As a result, CORE and the Freedom Rides forced the government to act. They were effective in making Robert Kennedy issue orders to end discrimination on interstate travel.

Source P Kennedy's administration did not want to lose white southern voters and was reluctant to enforce the laws regarding equality. The non-violent protest of the Freedom Rides set out to deliberately create a crisis and to force the government to act. They received worldwide attention.

Own knowledge Students may offer further details on how non-violent protests were an effective strategy, drawing national attention to the segregation that still existed and forcing presidential actions, culminating in President Johnson's passing of the Civil Rights Act 1964. They may also discuss other non-violent protests that took place in the time frame (such as the Montgomery Bus Boycott of 1955-56, the sit-ins of 1960, the March on Washington of 1963 and the Freedom Summer of 1964) and claim that the accumulation of these events did eventually lead to improvements in civil rights for African Americans.

Students may challenge the question considering the continued existence of discrimination and inequality throughout this period. They could also give further details for the reasons for the slow pace of change, suggesting that non-violent protest was not an effective strategy.

Students may argue that the non-violent protests only achieved results because it provoked violence and forced presidential action, it was not the protests themselves that brought about change, therefore their effectiveness was limited.

They may also highlight the effects of violence such as the actions led by Malcolm X; the riots after the police brutality against marches in Birmingham, Alabama (April 1963); the reaction to the 16th Street Baptist Church bombing in Birmingham (September 1963), as significant factors in bringing about change.

Prescribed subject 5: Conflict and intervention

17. (a) What, according to Source T, were the living conditions of Kosovar Albanian refugees in camps in 1999? [3]

- Refugees lived in tents with no running water and poor sanitary conditions.
- They lived under constant patrol.
- There was a line for everything.
- They lived in overcrowded camps.

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

- (b) What does Source S suggest about the exodus of Albanians from Kosovo to FYR Macedonia in 1999? [2]

- Great numbers of Albanians were leaving Kosovo.
- The Macedonian border was guarded by security forces.
- Conditions on the border were harsh (e.g. no facilities/cold weather/dirt/rubbish everywhere).

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

18. With reference to its origin, purpose and content, analyse the value and limitations of Source R for an historian studying the international response to the Kosovo refugee crisis in 1999.

[4]

Value:

- It was written by a team of experts.
- It aimed at providing an independent evaluation.
- It provides an analysis of the actions pursued by the UNHCR and its results as a response to the Kosovar refugee crisis in 1999.

Limitations:

- Events were still unfolding, and the report lacks hindsight.
- The evaluation was commissioned by the UNHCR, limiting its focus.
- The evaluation fails to provide the outcomes of the crisis.

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

19. Compare and contrast what Sources Q and R reveal about the Kosovo refugee crisis in 1999.

[6]

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

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

Comparison:

- Both sources state that the number of Kosovar Albanian refugees fleeing the crisis stood at 850 000.
- Both sources agree that in response to requests from FYR Macedonia, a *burden-sharing programme* was launched.
- Both sources agree that UNHCR took an active role in evacuation and transfer programmes of refugees in Macedonia.

Contrast:

- Source Q suggests an active role by the UNHCR in Albania, acting together with NATO and other NGOs, whereas Source R argues that the role of UNHCR was limited.
- Source Q states that the government of FYR Macedonia refused entrance to Albanian refugees out of concerns for national security, whereas Source R suggests that the refusal stemmed from demands of assurances that other states would help.
- Source Q states that the UNHCR’s HEP program was highly effective, whereas Source R argues that the agency’s HEP had mixed results.

20. Using the sources and your own knowledge, evaluate the effectiveness of the international response to the Kosovo refugee crisis in 1999.

[9]

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

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

Indicative content

Source Q

In Albania, UNHCR, NATO and some 180 NGOs, worked together to provide food, water, shelter, sanitation, and other emergency relief assistance to refugees. In FYR Macedonia 96000 refugees benefitted from UNHCR’s HEP Programme, evaluated as very effective by an independent report.

Source R The refugees from Kosovo generally received adequate international assistance. There was a near-disaster at the outset of the emergency, to which the international community responded with HEP – a burden-sharing programme to share the responsibility of hosting refugees with different states.

Source S Conditions in the border between Albania and FYR Macedonia were precarious, and the FYR Macedonian security forces guarded the border.

Source T The UNHCR and other groups ran refugee camps in FYR Macedonia. Camps, however, were overcrowded and refugees had to share tents with no running water and poor sanitary conditions.

Own knowledge Students might argue that NATO's bombing contributed to the refugee crisis. They could suggest that the Serbian government used the bombing as an excuse to intensify its policies against Kosovars. For example, when the bombing began, Milosevic introduced "identity cleansing", taking away refugees' documents so they could not easily return home. Students might also argue that NATO's actions directly harmed refugees, such as when it accidentally bombed a group of Kosovo Albanian refugees near Gjakova, killing 73 people.

Students could also take a different approach and assess how effective international responses were. For instance, they might evaluate Operation Allied Harbour, which provided humanitarian aid, transported supplies by air, and helped build refugee camps. They may also consider the role of KFOR (Kosovo Force), the UNHCR, and NGOs such as the Red Cross, CARE, and Amnesty International. Finally, they could assess the response of the 28 countries that took part in evacuation programmes and hosted over 98000 refugees, as well as the use of "host families" in Albania and FYR Macedonia, which reduced the number of refugees living in camps.
