

History

Higher level and standard level

Paper 1

Specimen paper

1 hour

Instructions to candidates

- Do not open this examination paper until instructed to do so.
- The history higher level and standard level paper 1 source booklet is required for this examination paper.
- Answer all questions from one section using the relevant sources in the source booklet.
- The maximum mark for this examination paper is **[24 marks]**.

Section	Questions
Section 1: Military leaders	1 – 4
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Section 4: Rights and protest	13 – 16
Section 5: Conflict and intervention	17 – 20

Section 1: Military leaders

Read sources A to D in the source booklet and answer questions 1 to 4 below. The sources and questions relate to case study 1: Genghis Khan (c1200–1227) – Leadership: motives and objectives; success in achieving those objectives and importance of Genghis Khan’s leadership to Mongol success.

1. (a) What, according to Source C, were the factors that motivated the Mongol conquests? [3]
(b) What is the message conveyed by Source D? [2]
2. With reference to its origin, purpose and content, analyse the value and limitations of Source B for an historian studying the Mongol Empire. [4]
3. Compare and contrast what Sources B and C reveal about the Mongol conquests under Genghis Khan. [6]
4. Using the sources and your own knowledge, evaluate the role of Genghis Khan in the launch and success of the Mongol conquests. [9]

Section 2: Conquest and its impact

Read sources E to H in the source booklet and answer questions 5 to 8 below. The sources and questions relate to case study 2: the conquest of Mexico and Peru (1519–1551) – key events and actors: Hernán Cortés and the campaign against the Aztec Empire; alliances with indigenous populations.

5. (a) Why, according to Source H, did Moctezuma agree to remain a hostage of Cortés? [3]
(b) What is the message conveyed by Source G? [2]
6. With reference to its origin, purpose and content, analyse the value and limitations of Source E for an historian studying the conquest of Mexico. [4]
7. Compare and contrast what Sources E and F reveal about the relationship between the Spaniards and the Aztecs. [6]
8. “Mutual suspicion and misunderstanding between the Aztecs and the Spaniards played a central role in the conquest of the Aztec Empire.” Using the sources and your own knowledge, to what extent do you agree with this statement? [9]

Section 3: The move to global war

Read sources I to L in the source booklet and answer questions 9 to 12 below. The sources and questions relate to case study 1: Japanese expansion in East Asia (1931–1941) – Events: the Three Power/Tripartite Pact.

9. (a) What, according to Source J, were the effects for Britain of the signing of the Three Power/Tripartite Pact? [3]
- (b) What is the message conveyed by Source L? [2]
10. With reference to its origin, purpose and content, analyse the value and limitations of Source I for an historian studying the Three Power/Tripartite Pact (September 1940). [4]
11. Compare and contrast what Sources J and K reveal about the significance of the Three Power/Tripartite Pact. [6]
12. Using the sources and your own knowledge, evaluate the consequences of the Three Power/Tripartite Pact for Japan, China and the US up to the end of 1941. [9]

Section 4: Rights and protest

Read sources M to P in the source booklet and answer questions 13 to 16 below. The sources and questions relate to case study 1: the civil rights movement in the United States (1954–1965) – Protests and action: non-violent protests; Montgomery bus boycott (1955–1956); Freedom Rides (1961); Freedom Summer (1964).

13. (a) Why, according to Source M, was there resentment towards the civil rights workers? [3]
- (b) What is the message conveyed by Source O? [2]
14. With reference to its origin, purpose and content, analyse the value and limitations of Source N for an historian studying the civil rights movement in the United States. [4]
15. Compare and contrast what Sources N and P reveal about the consequences of the Freedom Summer. [6]
16. Using the sources and your own knowledge, evaluate the success of the Freedom Summer in furthering the cause of black civil rights in the United States. [9]

Section 5: Conflict and intervention

Read sources Q to T in the source booklet and answer questions 17 to 20 below. The sources and questions relate to case study 1: Rwanda (1990–1998) – Course and interventions: Response of the international community; the United Nations Assistance Mission for Rwanda (UNAMIR); reasons for inaction.

17. (a) Why, according to Source R, did the UN not allow Lieutenant General Romeo Dallaire to act upon information provided by the secret informant? [3]
- (b) What is the message conveyed by Source T? [2]
18. With reference to its origin, purpose and content, analyse the value and limitations of Source R for an historian studying the international community’s response to the Rwandan genocide. [4]
19. Compare and contrast what Sources Q and S reveal about the “genocide fax”. [6]
20. “The international community failed to effectively intervene in Rwanda because it lacked knowledge on the crisis.” Using the sources and your own knowledge, to what extent do you agree with this statement? [9]
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