

## History

### Higher level and standard level

### Paper 1

Friday 10 November 2017 (afternoon)

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]**.

Prescribed subject	Questions
1: Military leaders	1 – 4
2: Conquest and its impact	5 – 8
3: The move to global war	9 – 12
4: Rights and protest	13 – 16
5: Conflict and intervention	17 – 20

**Prescribed subject 1: Military leaders**

Read sources A to D in the source booklet and answer questions 1 to 4.

The sources and questions relate to Case study 1: Genghis Khan c1200–1227 — Campaigns: Mongol military technology, organization, strategy and tactics.

1. (a) What, according to Source A, were the factors that encouraged Mongol expansion? [3]
- (b) What does Source D suggest about the Mongols' military equipment and tactics? [2]
2. With reference to its origin, purpose and content, analyse the value and limitations of Source C for an historian studying Genghis Khan's [Temujin's] military campaigns and tactics. [4]
3. Compare and contrast what Sources B and C reveal about the factors that led to the success of Genghis Khan's military campaigns. [6]
4. Using the sources and your own knowledge, to what extent do you agree that Mongol military strength under Genghis Khan contributed to the Mongol takeover of Central Asia and the Near East? [9]

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

Read sources E to H in the source booklet and answer questions 5 to 8.

The sources and questions relate to Case study 1: The final stages of Muslim rule in Spain — Impact: Forced conversions and expulsions; Marranos, Mudéjars.

5. (a) What, according to Source F, were the effects of the abandonment of the pluralist [diverse] society in Spain? [3]
- (b) What does Source H suggest about changes in the life of the Jewish population of Spain under the Catholic monarchs? [2]
6. With reference to its origin, purpose and content, analyse the value and limitations of Source G for an historian studying the expulsions of the late 15th century. [4]
7. Compare and contrast what Sources E and F reveal about the treatment of Jews and Mudéjars in the late 15th century. [6]
8. "The expulsion of the Jews from Spain was carried out for religious motives" (Source F). Using the sources and your own knowledge, to what extent do you agree with this claim? [9]

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

Read sources I to L in the source booklet and answer questions 9 to 12.

The sources and questions relate to Case study 1: Japanese expansion in East Asia (1931–1941) — Causes of expansion: The impact of Japanese nationalism and militarism on foreign policy.

9. (a) What, according to Source I, were the challenges facing Japanese national policy? [3]
- (b) What does Source L suggest about Sino-Japanese [Chinese-Japanese] relations in 1937? [2]
10. With reference to its origin, purpose and content, analyse the value and limitations of Source I for an historian studying Japanese foreign policy in East Asia. [4]
11. Compare and contrast what Sources J and K reveal about Japanese foreign policy aims in East Asia. [6]
12. Using the sources and your own knowledge, to what extent do you agree with the suggestion that Japanese foreign policy aims up to 1937 were to be achieved through “gradual and peaceful ways” (Source J)? [9]

**Prescribed subject 4: Rights and protest**

Read sources M to P in the source booklet and answer questions 13 to 16.

The sources and questions relate to Case study 1: Civil rights movement in the United States (1954–1965) — The role and significance of key actors/groups – Key actors: Malcolm X and Lyndon B Johnson.

13. (a) What, according to Source M, were the problems faced by African Americans in the US? [3]
- (b) What does Source O suggest about the situation in 1963 regarding the granting of civil rights? [2]
14. With reference to its origin, purpose and content, analyse the value and limitations of Source M for an historian studying the social position of African Americans in the US. [4]
15. Compare and contrast what Sources N and P reveal about the struggle for civil rights. [6]
16. Using the sources and your own knowledge, examine the view that government inaction in the US was the main obstacle to the establishment of civil rights between 1954 and 1965. [9]

**Prescribed subject 5: Conflict and intervention**

Read sources Q to T in the source booklet and answer questions 17 to 20.

The sources and questions relate to Case study 1: Rwanda (1990–1998) — Impact: Social impact; refugee crisis; justice and reconciliation.

17. (a) What, according to Source Q, were the difficulties faced by Rwanda after the civil war and genocide in 1994? [3]
- (b) What does Source R suggest about the situation of Rwandan refugees in 1996? [2]
18. With reference to its origin, purpose and content, analyse the value and limitations of Source S for an historian studying the Rwandan refugee crisis. [4]
19. Compare and contrast what Sources S and T reveal about the problems of the refugee camps on the border with Rwanda. [6]
20. Using the sources and your own knowledge, discuss the challenges faced by the Rwandan government in finding justice and reconciliation from the end of 1994 through to the end of 1998. [9]
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