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History

Higher level and standard level

Paper 1

Tuesday 12 November 2019 (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 prescribed subject 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) — Impact: Political impact: administration; overthrowing of existing ruling systems; establishment of Mongol law/Yassa; move towards meritocracy.

1. (a) What, according to Source A, was the Yassa? [3]
(b) What does Source B suggest about Genghis Khan’s administration? [2]
2. With reference to its origin, purpose and content, analyse the value and limitations of Source D for an historian studying the role of Genghis Khan in establishing the Yassa. [4]
3. Compare and contrast what Sources A and C reveal about the Yassa. [6]
4. Using the sources and your own knowledge, discuss the contribution of Genghis Khan to the establishment of the Yassa. [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 2: The conquest of Mexico and Peru (1519–1551) — Impact: Cultural interaction and exchange.

5. (a) What, according to Source E, happened during the meeting between Moctezuma II [Motecusuma] and Hernán Cortés? [3]
(b) What does Source F suggest about the relationship between the Spanish and the Aztecs during the conquest? [2]
6. With reference to its origin, purpose and content, analyse the value and limitations of Source E for an historian studying cultural interaction between the Spanish and the Aztecs during the conquest of Mexico. [4]
7. Compare and contrast what Sources G and H reveal about the interaction between the Spanish and the Aztecs during the conquest of Mexico. [6]
8. Using the sources and your own knowledge, discuss the significance of cultural interaction between the Aztecs and the Spanish during the conquest of Mexico. [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) — Responses: Political developments within China — the Second United Front.

9. (a) Why, according to Source I, would it be difficult for Japan to defeat China? [3]
(b) What does Source L suggest about Japan's expansion into China? [2]
10. With reference to its origin, purpose and content, analyse the value and limitations of Source I for an historian studying the Second United Front in China. [4]
11. Compare and contrast what Sources J and K reveal about the events leading up to the formation of the Second United Front. [6]
12. Using the sources and your own knowledge, discuss the significance of the creation of the Second United Front in China. [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 2: Apartheid South Africa (1948–1964) — Protests and action: Official response: the Rivonia Trial (1963–1964) and the imprisonment of the ANC leadership.

13. (a) Why, according to Source M, did the opposition resort to violence? [3]
(b) What does Source N suggest about the situation of the ANC in 1964? [2]
14. With reference to its origin, purpose and content, analyse the value and limitations of Source P for an historian studying the Rivonia Trial (1963–1964). [4]
15. Compare and contrast what Sources O and P reveal about the ANC's struggle against the South African government between 1962 and 1964. [6]
16. Using the sources and your own knowledge, discuss the view that, by the end of 1964, the anti-apartheid movement had been significantly weakened. [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 2: Kosovo (1989–2002) — Impact: International reaction and impact; International Criminal Tribunal for the Former Yugoslavia (ICTY); indictment of Milosevic.

17. (a) How, according to Source Q, did the international community view the indictment of Slobodan Milosevic? [3]
- (b) What does Source T suggest about the indictment of Slobodan Milosevic? [2]
18. With reference to its origin, purpose and content, analyse the value and limitations of Source S for an historian studying the International Criminal Tribunal for the Former Yugoslavia's (ICTY's) indictment and arrest of Slobodan Milosevic. [4]
19. Compare and contrast what Sources R and S reveal about the events that led to Slobodan Milosevic's arrest and transfer to stand trial before the International Criminal Tribunal for the Former Yugoslavia (ICTY) at The Hague. [6]
20. Using the sources and your own knowledge, evaluate the response of the International Criminal Tribunal for the Former Yugoslavia (ICTY) to the conflict in Kosovo. [9]
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