

No part of this product may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without written permission from the IB.

Additionally, the license tied with this product prohibits commercial use of any selected files or extracts from this product. Use by third parties, including but not limited to publishers, private teachers, tutoring or study services, preparatory schools, vendors operating curriculum mapping services or teacher resource digital platforms and app developers, is not permitted and is subject to the IB's prior written consent via a license. More information on how to request a license can be obtained from <http://www.ibo.org/contact-the-ib/media-inquiries/for-publishers/guidance-for-third-party-publishers-and-providers/how-to-apply-for-a-license>.

Aucune partie de ce produit ne peut être reproduite sous quelque forme ni par quelque moyen que ce soit, électronique ou mécanique, y compris des systèmes de stockage et de récupération d'informations, sans l'autorisation écrite de l'IB.

De plus, la licence associée à ce produit interdit toute utilisation commerciale de tout fichier ou extrait sélectionné dans ce produit. L'utilisation par des tiers, y compris, sans toutefois s'y limiter, des éditeurs, des professeurs particuliers, des services de tutorat ou d'aide aux études, des établissements de préparation à l'enseignement supérieur, des fournisseurs de services de planification des programmes d'études, des gestionnaires de plateformes pédagogiques en ligne, et des développeurs d'applications, n'est pas autorisée et est soumise au consentement écrit préalable de l'IB par l'intermédiaire d'une licence. Pour plus d'informations sur la procédure à suivre pour demander une licence, rendez-vous à l'adresse <http://www.ibo.org/fr/contact-the-ib/media-inquiries/for-publishers/guidance-for-third-party-publishers-and-providers/how-to-apply-for-a-license>.

No se podrá reproducir ninguna parte de este producto de ninguna forma ni por ningún medio electrónico o mecánico, incluidos los sistemas de almacenamiento y recuperación de información, sin que medie la autorización escrita del IB.

Además, la licencia vinculada a este producto prohíbe el uso con fines comerciales de todo archivo o fragmento seleccionado de este producto. El uso por parte de terceros —lo que incluye, a título enunciativo, editoriales, profesores particulares, servicios de apoyo académico o ayuda para el estudio, colegios preparatorios, desarrolladores de aplicaciones y entidades que presten servicios de planificación curricular u ofrezcan recursos para docentes mediante plataformas digitales— no está permitido y estará sujeto al otorgamiento previo de una licencia escrita por parte del IB. En este enlace encontrará más información sobre cómo solicitar una licencia: <http://www.ibo.org/es/contact-the-ib/media-inquiries/for-publishers/guidance-for-third-party-publishers-and-providers/how-to-apply-for-a-license>.

## 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]
-