

## History

### Higher level and standard level

### Paper 1

Tuesday 8 May 2018 (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: social, cultural and religious impact: population displacement; terror, looting and murdering; raiding and destruction of settlements.

1. (a) What, according to Source B, happened to the populations of Merv and Nishapur? [3]  
(b) What does Source A suggest about Genghis Khan's relations with other leaders? [2]
2. With reference to its origin, purpose and content, analyse the value and limitations of Source C for an historian studying the Mongol conquests under Genghis Khan. [4]
3. Compare and contrast what Sources B and D reveal about the nature of Mongol conquests. [6]
4. Using the sources and your own knowledge, discuss the view that Mongol conquests under Genghis Khan were brutal and destructive. [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: the Spanish Inquisition.

5. (a) What, according to Source E, were the customs that enabled the Inquisition to identify Jews? [3]  
(b) What does Source F suggest about the situation of the Jewish population of Spain in the late 15th century? [2]
6. With reference to its origin, purpose and content, analyse the value and limitations of Source G for an historian studying the situation of Jews and *conversos* during the Inquisition. [4]
7. Compare and contrast what Sources G and H reveal about the relationship between Christians and *conversos* in Spain. [6]
8. Using the sources and your own knowledge, to what extent do you agree with the view that the Inquisition restricted the freedom and prosperity of Jews and *conversos* in late-medieval Spain? [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: political instability in China.

9. (a) What, according to Source J, were the challenges faced by the Nationalist [Guomindang] government of China as a result of the outbreak of war with Japan in 1937? [3]
- (b) What does Source L suggest about the relations between the Chinese Communist Party and the Nationalist Party [Guomindang] in 1937? [2]
10. With reference to its origin, purpose and content, analyse the value and limitations of Source K for an historian studying political instability in China between 1931 and 1941. [4]
11. Compare and contrast what Sources I and J reveal about political instability in China up to 1941. [6]
12. Using the sources and your own knowledge, discuss the view that Japanese aggression furthered political instability in China between 1931 and 1941. [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) — Nature and characteristics of discrimination: racism and violence against African Americans; disenfranchisement.

13. (a) What, according to Source M, were the effects of the Selma March? [3]
- (b) What does Source N suggest about voter registration before the Voting Rights Act of 1965? [2]
14. With reference to its origin, purpose and content, analyse the value and limitations of Source O for an historian studying the struggle for voting rights for African-Americans during the 1960s. [4]
15. Compare and contrast what Sources O and P reveal about the attitudes of political leaders towards civil rights reform. [6]
16. Using the sources and your own knowledge, discuss the reasons why legislation, including the Civil Rights Act of 1964, had not been effective in helping African-Americans to gain full voting rights. [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) — Course and interventions: nature of the genocide and other crimes against humanity; war rape.

17. (a) What, according to Source Q, were the reasons why so many people took part in the violence in Rwanda? [3]
- (b) What does Source T suggest about the violence in Rwanda? [2]
18. With reference to its origin, purpose and content, analyse the value and limitations of Source Q for an historian studying the reasons why people participated in the Rwandan genocide. [4]
19. Compare and contrast what Sources R and S reveal about the nature of the genocide in Rwanda. [6]
20. Using the sources and your own knowledge, to what extent do you agree with the statement in Source Q that “It was not random violence that engulfed” Rwanda in 1994? [9]
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