

History

Higher level and standard level

Paper 1

Tuesday 9 May 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]**.

Section	Questions
Prescribed subject 1: Military leaders	1 – 4
Prescribed subject 2: Conquest and its impact	5 – 8
Prescribed subject 3: The move to global war	9 – 12
Prescribed subject 4: Rights and protest	13 – 16
Prescribed subject 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 invasion of China: attacks on the Jin dynasty; capture of Beijing (1215).

1. (a) What, according to Source B, were the problems facing the Mongols in launching an attack against the Jin? [3]
- (b) What does Source D suggest about the Mongol battles with the Jin? [2]
2. With reference to its origin, purpose and content, analyse the value and limitations of Source B for an historian studying the Mongol invasion of north China. [4]
3. Compare and contrast what Sources A and C reveal about the Jin defeats in 1211. [6]
4. Using the sources and your own knowledge, examine the view that Jin mistakes were the main reason for Genghis Khan's success in China. [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 – Context and motives: Social and economic context in Iberia and Al-Andalus in the late 15th century; heavy taxation.

5. (a) How, according to Source F, did the Treaty of Granada affect the relationship between the Granadans and the queen and king of Castile and Aragon? [3]
- (b) What does Source H suggest about the political relations between Muslim and Christian rulers? [2]
6. With reference to its origin, purpose and content, analyse the value and limitations of Source F for an historian studying the final years of the Muslim kingdom of Granada. [4]
7. Compare and contrast what Sources E and G reveal about the obligations of the Muslims to the Christian kings. [6]
8. Using the sources and your own knowledge, examine the contribution of financial issues to the fall of Granada. [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: International response, including US initiatives and increasing tensions between the US and Japan.

9. (a) What, according to Source K, were the factors contributing to tensions between Japan and the US? [3]
- (b) What does Source L suggest about Japanese expansion? [2]
10. With reference to its origin, purpose and content, analyse the value and limitations of Source K for an historian studying the tensions between the US and Japan. [4]
11. Compare and contrast what Sources I and J reveal about the increasing tensions between the US and Japan. [6]
12. “Mutual fear led to increasing tensions between the US and Japan.” Using the sources and your own knowledge, to what extent do you agree with this statement? [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: Segregation and education; Brown versus Board of Education decision (1954).

13. (a) Why, according to Source P, was the Supreme Court’s decision in Brown II (1955) a victory for white southerners but a disappointment for black leaders? [3]
- (b) What does Source N suggest about the characteristics of opposition to desegregation? [2]
14. With reference to its origin, purpose and content, analyse the value and limitations of Source O for an historian studying Brown v Board of Education (1954). [4]
15. Compare and contrast what Sources M and O reveal about attitudes to the desegregation of US schools. [6]
16. Using the sources and your own knowledge, evaluate the impact of the Brown v Board of Education decision on desegregation in US schools up to the end of 1957. [9]

Turn over

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) – Causes of the conflict: Ethnic tensions between Serbs and Kosovar Albanians, rising Albanian nationalism.

17. (a) How, according to Source Q, were Albanians portrayed by Serbian propaganda? [3]
- (b) What does Source R suggest about the perceptions some Serbian high school students had of Albanians in 1986? [2]
18. With reference to its origin, purpose and content, analyse the value and limitations of Source S for an historian studying the rise of ethnic tensions between Serbs and Kosovar Albanians during the 1990s. [4]
19. Compare and contrast what Sources S and T reveal about the relations between Albanians and Serbs in Kosovo. [6]
20. Using the sources and your own knowledge, examine the reasons for the rise of ethnic nationalism in Kosovo during the early 1990s. [9]
-