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History

Higher level and standard level

Paper 1

Wednesday 4 November 2020 (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 2: Richard I of England (1173–1199) — Campaigns: Involvement in the Third Crusade (1191–1192).

1. (a) What, according to Source D, were the consequences of Richard I's refusal to take Jerusalem? [3]
(b) What does Source B suggest about Richard I's march towards Jerusalem? [2]
2. With reference to its origin, purpose and content, analyse the value and limitations of Source A for an historian studying Richard I's involvement in the Third Crusade. [4]
3. Compare and contrast what Sources C and D reveal about Richard I's participation in the Third Crusade. [6]
4. Using the sources and your own knowledge, evaluate Richard I's contribution to the Third Crusade. [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: Social and economic impact (including trade) on indigenous populations; the *encomienda* and Mita systems.

5. (a) What, according to Source G, was the impact of the Spanish conquest on the indigenous populations? [3]
(b) What does Source H suggest about the impact of the conquest on the indigenous populations in Mexico? [2]
6. With reference to its origin, purpose and content, analyse the value and limitations of Source G for an historian studying the impact of the conquest on indigenous populations. [4]
7. Compare and contrast what Sources E and F reveal about the impact of the *encomiendas*. [6]
8. Using the sources and your own knowledge, discuss the social and economic impact of the Spanish conquest on the indigenous populations between 1519 and 1551. [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 2: German and Italian expansion (1933–1940) — Events: Italian expansion: Abyssinia (1935–1936).

9. (a) What, according to Source I, were Mussolini’s reasons for invading Abyssinia in October 1935? [3]
- (b) What does Source J suggest about the Italian invasion of Abyssinia? [2]
10. With reference to its origin, purpose and content, analyse the value and limitations of Source I for an historian studying Italy’s invasion of Abyssinia in 1935. [4]
11. Compare and contrast what Sources K and L reveal about Mussolini’s policies towards Abyssinia. [6]
12. Using the sources and your own knowledge, discuss the factors which influenced Mussolini’s decision to invade Abyssinia on 3 October 1935. [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) — Nature and characteristics of discrimination: Bantustan system.

13. (a) What, according to Source M, were the reasons for the establishment of the Bantustan system? [3]
- (b) What does Source N suggest about the distribution of the Bantustans? [2]
14. With reference to its origin, purpose and content, analyse the value and limitations of Source P for an historian studying the Bantustan system. [4]
15. Compare and contrast what Sources O and P reveal about the Bantustan system. [6]
16. Using the sources and your own knowledge, evaluate the success of the Bantustan system in achieving the aims of the South African government. [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) — Course and interventions: Actions of Kosovo Liberation Army, Serbian government police and military.

17. (a) What, according to Source Q, were the aims of the Kosovo Liberation Army? [3]
- (b) What does Source T suggest about Slobodan Milosevic’s actions in Kosovo? [2]
18. With reference to its origin, purpose and content, analyse the value and limitations of Source Q for an historian studying the conflict in Kosovo. [4]
19. Compare and contrast what Sources R and S reveal about the conflict in Kosovo. [6]
20. Using the sources and your own knowledge, to what extent do you agree that the actions of the Kosovo Liberation Army escalated the conflict in Kosovo? [9]
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