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# History

## Higher level and standard level

### Paper 1

Tuesday 4 May 2021 (afternoon)

1 hour

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#### 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) — Impact: social, cultural and religious impact: anti-Jewish violence.

1. (a) What, according to Source C, encouraged violence against the Jews? [3]  
(b) What does Source D reveal about anti-Jewish violence in York in 1190? [2]
2. With reference to its origin, purpose and content, analyse the value and limitations of Source A for an historian studying the treatment of the Jews during the reign of Richard I. [4]
3. Compare and contrast what Sources B and C reveal about the massacre of the Jews in York in 1190. [6]
4. Using the sources and your own knowledge, examine the view that there was limited protection for the Jews in England during the reign of Richard I. [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) — Context and motives: political and economic motives for exploration and conquest.

5. (a) What, according to Source E, were the causes of the Spanish expansion? [3]  
(b) What does Source F suggest about the actions of the Spanish conquerors towards the indigenous population? [2]
6. With reference to its origin, purpose and content, analyse the value and limitations of Source H for an historian studying the Spanish conquest of the Americas. [4]
7. Compare and contrast what Sources E and G reveal about the causes for the Spanish exploration and conquest of the Americas. [6]
8. “Spanish expansion beyond Iberia was primarily economic in motivation” (Source E). Using the sources and your own knowledge, to what extent do you agree with this statement? [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) — Causes of expansion: impact of Fascism and Nazism on the foreign policies of Italy and Germany.

9. (a) What, according to Source I, did Fascism and Nazism have in common? [3]  
(b) What does Source J suggest about the foreign policies of Italy and Germany? [2]
10. With reference to its origin, purpose and content, analyse the value and limitations of Source K for an historian studying the impact of ideology on the foreign policies of Italy and Germany. [4]
11. Compare and contrast what Sources K and L reveal about German and Italian foreign policies. [6]
12. Using the sources and your own knowledge, evaluate the influence of ideology on the foreign policies of Italy and Germany. [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) — The role and significance of key actors/groups: key groups: National Association for the Advancement of Colored People (NAACP); Southern Christian Leadership Conference (SCLC) and Student Non-violent Coordinating Committee (SNCC); the Nation of Islam (Black Muslims).

13. (a) What, according to Source P, were the criticisms of civil rights leaders made by Malcolm X and the Nation of Islam (NOI)? [3]  
(b) What does Source N reveal about the struggle for civil rights? [2]
14. With reference to its origin, purpose and content, analyse the value and limitations of Source M for an historian studying the African American struggle for civil rights during the period 1954–1965. [4]
15. Compare and contrast what Sources O and P reveal about the struggle for civil rights. [6]
16. Using the sources and your own knowledge, evaluate the effectiveness of non-violence in the African American struggle for civil rights. [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 1: Rwanda (1990–1998) — Impact: social impact; refugee crisis.

17. (a) How, according to Source T, did the Hutu power structure impose its authority in refugee camps? [3]
- (b) What does Source R suggest about the living conditions of Rwandan refugees in camps? [2]
18. With reference to its origin, purpose and content, analyse the value and limitations of Source Q for an historian studying the Rwandan refugee crisis of 1994–1996. [4]
19. Compare and contrast what Sources Q and S reveal about the problems faced by the UNHCR during the refugee crisis. [6]
20. Using the sources and your own knowledge, to what extent do you agree with the view that Rwandan refugees found security and aid in camps during the period 1994–1996? [9]
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