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History

Higher level and standard level

Paper 1

Wednesday 3 November 2021 (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) — Leadership: Importance of Genghis Khan’s leadership to Mongol success.

1. (a) Why, according to Source A, was Genghis Khan a successful leader? [3]
(b) What does Source D suggest about the military campaigns under the leadership of Genghis Khan? [2]
2. With reference to its origin, purpose and content, analyse the value and limitations of Source C for an historian studying the leadership of Genghis Khan. [4]
3. Compare and contrast what Sources A and B reveal about the leadership of Genghis Khan. [6]
4. “Chinggis [Genghis] Khan built his power base and his tribal empire through battle” (Source B). Using the sources and your own knowledge, to what extent do you agree with this statement? [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) — Key events and actors: Key actors: Diego de Almagro, Malinche, Atahualpa, Moctezuma II; Bartolomé de las Casas; Juan Gines Sepúlveda.

5. (a) What, according to Source G, were the consequences of Atahualpa’s encounter with Francisco Pizarro? [3]
(b) What does Source F suggest about the payment of Atahualpa’s ransom? [2]
6. With reference to its origin, purpose and content, analyse the value and limitations of Source E for an historian studying the reactions to Atahualpa’s imprisonment. [4]
7. Compare and contrast what Sources G and H reveal about Atahualpa and the conquest of Peru. [6]
8. Using the sources and your own knowledge, evaluate the significance of Atahualpa’s fall to the conquest of Peru. [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: German expansion (1938–1939); Pact of Steel, Nazi–Soviet Pact and the outbreak of war.

9. (a) What, according to Source I, were the reasons for the signing of the Nazi–Soviet Pact? [3]
- (b) What does Source J suggest about the relationship between Hitler and Stalin? [2]
10. With reference to its origin, purpose and content, analyse the value and limitations of Source I for an historian studying the Nazi–Soviet Pact. [4]
11. Compare and contrast what Sources K and L reveal about the Nazi–Soviet Pact and the outbreak of war. [6]
12. Using the sources and your own knowledge, discuss why Germany attacked Poland in September 1939. [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) — Protests and action: Legislative changes: Civil Rights Act (1964); Voting Rights Act (1965).

13. (a) What, according to Source M, were President Johnson’s reasons for introducing the Voting Rights Act? [3]
- (b) What does Source N suggest about the struggle to achieve 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 policy of the US government in regard to voting rights. [4]
15. Compare and contrast what Sources O and P reveal about the effectiveness of civil rights legislation. [6]
16. Using the sources and your own knowledge, discuss the contribution of the Civil Rights Act (1964) and the Voting Rights Act (1965) in ensuring that African Americans could exercise their right to vote. [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) — Course and interventions: Actions of the Rwandan Patriotic Front (RPF) and Rwandan government.

17. (a) What, according to Source Q, were the causes of violence and conflict in Rwanda in 1994? [3]
- (b) What does Source R suggest about the impact of the conflict in Rwanda by July 1994? [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 Rwanda in 1994. [4]
19. Compare and contrast what Sources S and T reveal about the actions of the Rwandan Patriotic Front (RPF) and the Rwandan government during the conflict in 1994. [6]
20. Using the sources and your own knowledge, to what extent do you agree that the actions of the RPF intensified the violence in Rwanda in 1994? [9]
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References:

4. Lane, G., 2004. *Genghis Khan and Mongol Rule*. Indianapolis and Cambridge: Hackett, pp. 5–6. Adapted.

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