

History

Higher level and standard level

Paper 1

Friday 9 November 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 2: Richard I of England (1173–1199) — Leadership: Rise to power: revolt of Richard I and his brothers against Henry II (1173–1174).

1. (a) What, according to Source A, were the actions taken by Richard I against Henry II? [3]
 (b) What does Source B suggest about the nature of medieval leadership? [2]
2. With reference to its origin, purpose and content, analyse the value and limitations of Source C for an historian studying the revolt of Richard I and his brothers against Henry II between 1173 and 1174. [4]
3. Compare and contrast what Sources A and D reveal about the revolt against Henry II. [6]
4. Using the sources and your own knowledge, discuss the view that Henry II's insistence on retaining power was the main reason for the revolt of 1173 to 1174. [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: Francisco Pizarro and the campaign against the Incas; alliances with indigenous populations.

5. (a) Why, according to Source H, was Atahualpa executed? [3]
 (b) What does Source G suggest about Francisco Pizarro's initial attack on the Incas? [2]
6. With reference to its origin, purpose and content, analyse the value and limitations of Source H for an historian studying Pizarro's campaign against the Incas. [4]
7. Compare and contrast what Sources E and F reveal about the Spanish campaign against the Incas. [6]
8. Using the sources and your own knowledge, discuss the view that it was Inca weakness, rather than Spanish strength that led to the defeat of the Incas by Pizarro. [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: League of Nations and the Lytton Report.

9. (a) What, according to Source J, was Japan’s attitude toward Manchuria/Manchukuo and China? [3]
- (b) What does Source L suggest about the position of Japan and the League of Nations regarding the Manchurian crisis? [2]
10. With reference to its origin, purpose and content, analyse the value and limitations of Source J for an historian studying Japan’s response to the Lytton Report in the early 1930s. [4]
11. Compare and contrast what Sources I and K reveal about Japanese actions in China. [6]
12. Using the sources and your own knowledge, discuss the view that the ineffectual response of the League of Nations was the main factor in encouraging Japanese expansion in China. [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: Non-violent protests; Montgomery bus boycott (1955–1956).

13. (a) What, according to Source M, were the reactions to the bus boycott? [3]
- (b) What does Source N suggest about the struggle for civil rights in 1956? [2]
14. With reference to its origin, purpose and content, analyse the value and limitations of Source P for an historian studying the Montgomery bus boycott (1955–1956). [4]
15. Compare and contrast what Sources O and P reveal about the Montgomery bus boycott. [6]
16. Using the sources and your own knowledge, evaluate the claim that the success of the Montgomery bus boycott represented a turning point in the struggle for African–American civil rights in the period from 1954 to 1965. [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) — Causes of the conflict: Rwandan Civil War (1990–1993); assassination of Habyarimana and Ntaryamira (1994).

17. (a) Why, according to Source Q, was Habyarimana assassinated? [3]
- (b) What does Source R suggest about the situation in Rwanda following the assassination of Habyarimana? [2]
18. With reference to its origin, purpose and content, analyse the value and limitations of Source Q for an historian investigating the assassination of Habyarimana. [4]
19. Compare and contrast what Sources S and T reveal about the events that followed the assassination of Habyarimana in 1994. [6]
20. Using the sources and your own knowledge, examine the causes of conflict in Rwanda between 1990 and 1994. [9]
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