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History

Higher level and standard level

Paper 1

3 November 2025

Zone A afternoon | Zone B afternoon | Zone C 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: Motives and objectives; success in achieving those objectives.

1. (a) What, according to Source A, were the achievements of Genghis Khan? [3]
(b) What does Source D suggest about the Mongols' achievements? [2]
2. With reference to its origin, purpose and content, analyse the value and limitations of Source C for an historian studying Genghis Khan's motives and objectives. [4]
3. Compare and contrast what Sources A and B reveal about Genghis Khan's achievements. [6]
4. "Genghis Khan's greatest achievements were military." 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: Francisco Pizarro and the campaign against the Incas; alliances with indigenous populations.

5. (a) What, according to Source E, facilitated the conquest of Peru by Francisco Pizarro? [3]
(b) What does Source F suggest about the conditions faced by Atahualpa after his capture in 1533? [2]
6. With reference to its origin, purpose and content, analyse the value and limitations of Source G for an historian studying the conquest of Peru. [4]
7. Compare and contrast what Sources G and H reveal about the relationship among the Spanish conquerors and native peoples. [6]
8. Using the sources and your own knowledge, discuss the reasons that allowed Francisco Pizarro to conquer 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 1: Japanese expansion in East Asia (1931–1941) — Responses: International response, including US initiatives and increasing tensions between the US and Japan.

9. (a) How, according to Source L, did the United States respond to international threats in January 1941? [3]
- (b) What does Source I suggest about the international response to Japanese expansion in 1931? [2]
10. With reference to its origin, purpose and content, analyse the value and limitations of Source L for an historian studying the US response to Japanese expansion. [4]
11. Compare and contrast what Sources J and K reveal about the response of the United States to Japanese expansion. [6]
12. Using the sources and your own knowledge, discuss the response of the United States to Japanese expansion during 1931–41. [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: Economic and social discrimination; legacy of the Jim Crow laws; impact on individuals.

13. (a) What, according to Source M, was the discrimination faced by African-Americans in Atlanta in 1960? [3]
- (b) What does Source N suggest about discrimination in Mississippi in 1961? [2]
14. With reference to its origin, purpose and content, analyse the value and limitations of Source M for an historian studying the nature of discrimination in the United States and its impact on individuals. [4]
15. Compare and contrast what Sources O and P reveal about segregation and the civil rights struggle in the 1950s and 1960s. [6]
16. “The lives of African-Americans improved significantly during the late 1950s and early 1960s.” Using the sources and your own knowledge, to what extent do you agree with this statement? [9]

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: Response of the international community; the United Nations Assistance Mission for Rwanda (UNAMIR); reasons for inaction; role of France, Belgium and the US.

17. (a) Why, according to Source S, did the United States fail to respond to the genocide in Rwanda? [3]
- (b) What does Source T suggest about conflict in Rwanda in April 1994? [2]
18. With reference to its origin, purpose and content, analyse the value and limitations of Source S for an historian studying the role of the United States in the Rwandan genocide. [4]
19. Compare and contrast what Sources Q and R reveal about the role of the United States in the Rwandan genocide. [6]
20. Using the sources and your own knowledge, discuss the response of the United States to the genocide in Rwanda. [9]
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