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# History

## Higher level and standard level

### Paper 1

5 May 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 — Impact: Political impact: overthrowing of existing ruling systems.

1. (a) What, according to Source C, were the actions taken by the Mongols to overthrow their enemies? [3]  
(b) What does Source D suggest about Genghis Khan's power? [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 campaigns to overthrow his enemies. [4]
3. Compare and contrast what Sources A and B reveal about Genghis Khan's expansion. [6]
4. Using the sources and your own knowledge, evaluate the impact of Genghis Khan's expansion on the united tribes of the Mongol Empire and conquered kingdoms. [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 1: The final stages of Muslim rule in Spain — Context and motives: Motives: religious motives and the role of the church.

5. (a) What, according to Source E, were the religious factors contributing to the end of Muslim rule in Spain? [3]  
(b) What does Source F suggest about the war for Granada? [2]
6. With reference to its origin, purpose and content, analyse the value and limitations of Source E for an historian studying the factors contributing to the final stages of Muslim rule in Spain. [4]
7. Compare and contrast what Sources G and H reveal about the motives to end Muslim rule in Spain. [6]
8. Using the sources and your own knowledge, discuss the extent to which religious motives were the key factor in driving the Muslims out of Spain. [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); Nazi–Soviet Pact and the outbreak of war.

9. (a) What, according to Source L, were the effects of the Nazi–Soviet Pact? [3]  
(b) What does Source J suggest about the Nazi–Soviet Pact? [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 the Nazi–Soviet Pact on the outbreak of war. [4]
11. Compare and contrast what Sources I and L reveal about the Nazi–Soviet Pact. [6]
12. Using the sources and your own knowledge, to what extent did the Nazi–Soviet Pact lead to the outbreak of war? [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) — Protests and action: Non-violent protests: bus boycotts; defiance campaign, Freedom Charter.

13. (a) What, according to Source M, were the actions taken by the non-white population to defy apartheid in South Africa during the 1950s? [3]  
(b) What does Source N suggest about resistance to apartheid policies? [2]
14. With reference to its origin, purpose and content, analyse the value and limitations of Source O for an historian studying the 1955 Freedom Charter. [4]
15. Compare and contrast what Sources M and P reveal about non-white resistance to the apartheid system during the 1950s. [6]
16. “Non-violent actions against apartheid had limited results.” 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) — Causes of the conflict: the creation of the Hutu power movement and the Interahamwe; role of the media.

17. (a) How, according to Source T, was violence against the Tutsi encouraged? [3]
- (b) What does Source S suggest about Hutu militias? [2]
18. With reference to its origin, purpose and content, analyse the value and limitations of Source T for an historian studying the organization of the Rwandan genocide. [4]
19. Compare and contrast what Sources Q and R reveal about the organization and implementation of the genocide. [6]
20. “Mass media was a key tool in promoting the killings.” Using the sources and your own knowledge, to what extent do you agree with this statement? [9]
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