

History

Higher level and standard level

Paper 1 – source booklet

30 October 2024

Zone A afternoon | Zone B afternoon | Zone C afternoon

1 hour

Instructions to candidates

- Do not open this source booklet until instructed to do so.
- This source booklet contains the sources required for history higher level and standard level paper 1.
- Read all the sources from one prescribed subject.
- The sources in this paper may have been edited and/or abridged: word additions or explanations are shown in square brackets []; substantive deletions of text are indicated by ellipses ... ; minor changes are not indicated.

Prescribed subject	Sources
1: Military leaders	A – D
2: Conquest and its impact	E – H
3: The move to global war	I – L
4: Rights and protest	M – P
5: Conflict and intervention	Q – T

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A000

Prescribed subject 1: Military leaders

Read sources A to D and answer questions 1 to 4. The sources and questions relate to case study 2: Richard I of England (1173–1199) — Leadership: Motives and objectives: defence of the crusader states and recovery of lost territory; success in achieving those objectives.

Source A Julian Thompson, a military historian, writing in a foreword to the book *Richard the Lionheart: The Mighty Crusader* (2003).

Tactically, Richard I was never caught by surprise. He had that great gift of being able to 'read' a battle. This enabled him to seize the opportunity when it presented itself. When that moment arrived, he was almost always out in front, leading and inspiring his troops. His handling of all arms (cavalry, infantry, archers, siege artillery and ships) was precise and sure, and marked him as a great tactician. At the operational level, his handling of an army, and his command and control of up to five different national contingents and many minor ones, was exceptionally good ...

However, Richard I failed to achieve his objective and that of the Third Crusade: recapturing Jerusalem. After his second attempt at recapturing Jerusalem, he concluded that he could not risk his army by besieging the city. But even if Richard I never attained the objective of the Third Crusade, he was not defeated in the field, and his achievements were considerable. When Richard I arrived in Palestine, Saladin controlled nearly the whole of what had been the Kingdom of Jerusalem, and most importantly the coastline, except for a small strip of land occupied by the Crusaders. When Richard I left Palestine a three-year truce had been agreed, and the crusaders had regained control of most of the coast.

Source B Ibn Shaddad, a Muslim historian, writing in the 12th century about the siege of Acre in his work *The life of Saladin*.

A man left the city (Acre) with letters. These informed us that the defenders of the city were reduced in numbers and were too weak to defend the breach, which was now very large. The city had therefore agreed a peace treaty with the crusaders. By this treaty, the city with all that it contained—its engines of war, stores and ships—was to be surrendered to the crusaders. The crusaders were also to receive two hundred thousand gold pieces (dinars), and five hundred prisoners, together with one hundred of the most important captives. The citizens of Acre had also promised to hand over the cross of the crucifixion. As soon as these conditions were accepted the Muslims were to leave the city in safety, taking their money and personal property with them, and their wives and children were to be allowed to accompany them.

When Saladin learned the contents of the letters, he expressed the greatest discontent about the loss of Acre. The news made the profoundest impression upon him, and he summoned his councillors together, to inform and consult with them about the course to be adopted.

Source C Thomas Asbridge, an historian, writing in the academic book *Richard I: The Crusader King* (2018).

Richard I emerged as the overall commander-in-chief of the crusaders through a mixture of accident and intrigue. The death of the Holy Roman Emperor Frederick I (Barbarossa) and the departure from Palestine of Philip II of France, left Richard I as the sole leader of the Third Crusade. He began with a series of notable successes: capturing the island of Cyprus; breaking the long-standing siege of Acre; and masterminding an ambitious and risky march south along the coast to Jaffa, even as Saladin tried hard to stop him in his tracks. From this point onwards, however, progress slowed. In the months that followed, Richard I made two failed attempts to march towards Jerusalem, yet on both occasions he chose to retreat, without ever launching a direct assault or initiating a siege ... But there can be no doubt that Richard I's military contribution transformed the fortunes of the Third Crusade. In part this was because Richard I used his own military expertise effectively. Richard I also arrived in the Levant at the head of a significant, well-resourced and disciplined army. One contemporary estimate suggests that Richard I left Sicily with 17,000 of his own troops, including 650 knights and 1,300 squires.

Source D Henry J. Ford, an illustrator, depicts Richard I in the Holy Land (1911).



End of prescribed subject 1

Turn over

Prescribed subject 2: Conquest and its impact

Read sources E to H and answer questions 5 to 8. The sources and questions relate to case study 2: The conquest of Mexico and Peru (1519–1551) — Impact: Causes and effects of demographic change; spread of disease.

Note: In Sources F and H, the word “Indians” is used to reflect the place and time of the original source. This term is used with reference to the indigenous populations.

Source E Tzvetan Todorov, an historian, writing in the academic book *The Conquest of America: The problem of the other* (1992).

In 1500 the global population was about 400 million, of which around 80 million were in the Americas. By the middle of the 16th century, only 10 million remained in the Americas. In Mexico alone, the population declined from about 25 million in 1500 to one million by 1550.

It seems to me that it is a record since we talk about a population decrease in the Americas estimated at 90%, but it does not make sense to speak of genocide instead of a natural catastrophe. The Spanish did not carry out a direct extermination of those millions of indigenous communities. The population declines were the result of three causes, and the responsibility of the Spaniards varies in each case:

1. By direct homicide, during wars or outside of them: although a high number, relatively low in comparison to other causes; the Spanish had direct responsibility.
2. As a consequence of mistreatment: higher number; the Spanish had less direct responsibility.
3. By the spreading of new diseases carried unintentionally from Europe: the majority of the population; the Spanish had indirect responsibility.

Source F Nathan Wachtel, an historian, writing in the academic book *The Vision of the Vanquished: The Spanish Conquest of Peru through Indian eyes, 1530–1570* (1976).

It is necessary to ask two distinct questions:

1. What was the population around 1530 (before the Conquest)?
2. How did the demographic curve evolve throughout the 16th century?

Historians and others do not agree on the answer to the first question and come to very different conclusions about the size of the population in 1530. However, there is agreement that there was a demographic decline during the 16th century, that was rapid in the years following the Conquest (from 1532 to 1560–70), and slower afterwards. The effects of such a decline on social and political structures were devastating.

The Conquest caused a spread of diseases everywhere. According to some historians, Peru would not have known major epidemics before 1720 and they attribute the depopulation principally to civil wars and Spanish abuses.

It is an undeniable fact that Spanish domination resulted in a deadly oppression. The indignation of Bartolomé de las Casas and that of other contemporary chroniclers show this. The excessive number of deaths among indigenous men probably resulted from warfare and forced labour. Other texts show some indigenous people were driven to suicide out of desperation and to escape mistreatment. It was even the case that some women killed their children at birth to free them from future suffering.

Source G

Diego Rivera, a Mexican artist, depicts indigenous people being forced to work in the silver mines (1929–1930).



Source H

Juan Ginés de Sepúlveda, a Catholic priest and chronicler of Charles V and Philip II of Spain, writing in the book *Treatise on the just causes of the war against the Indians* (1550).

[It is a just cause of war] to subdue by force those who by their nature must obey others and renounce their empire, due to their inhumane and barbaric customs, [since] the perfect must prevail over the imperfect. Those who possess good sense and intelligence are the lords; those who are slow and lazy of understanding are by nature servants, and it is just and useful that they should be so, as told to us by God.

Those who live outside the Christian religion go straight to Hell, and we must not hesitate to change their lives by any means and even against their will, to comply with the law of nature and the doctrine of Christ. It cannot be done otherwise than by subjecting them to our rule. As a consequence of being defeated in a just war, the people and their property must belong to the conquerors.

End of prescribed subject 2

Prescribed subject 3: The move to global war

Read sources I to L 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.

Source I Benito Mussolini, Prime Minister of Italy, giving a speech to the people of Rome after Italy's declaration of war (10 June 1940).

Fighters of land, sea and air, Blackshirts of the revolution, men and women of Italy, of the empire listen!

The hour has come. A declaration of war has already been handed to the Ambassadors of Britain and France.

Fascist Italy needs to go to war against Britain and France, who have frequently blocked our progress and plotted against the existence of the Italian people.

Italy has done everything humanly possible to avoid war in the past by proposing to revise and adapt treaties, but with no success and the time is now past.

Italy is going to war to expand and break the territorial and military chains that confine us to the Mediterranean, as we must have free access to the Atlantic Ocean.

According to fascist ideology, we will continue to march with Germany, her people and her victorious armed forces to the end.

Italian people rush to arms!

Source J Clifford Berryman, a cartoonist, depicts Hitler and Mussolini in the cartoon "Telling the Italians!" for *The Washington Star* (4 April 1938), following the German annexation of Austria in March 1938. Hitler is carrying Austria in a bag labelled "Austria in the bag", while Mussolini is proclaiming "I planned it that way and Adolf carried it out!".



Source K Jeremy Noakes and Geoffrey Pridham, historians, writing in the academic book *Nazism 1919-1945 Volume 3* (2001).

Nazi foreign policy consisted of several stages. A key stage was the defeat of France militarily, securing Germany's western border and allowing the creation of *lebensraum* in the East. The assassination of Dollfuss in 1934 by Nazis in Vienna produced serious diplomatic complications with Italy when Mussolini ordered troops to the Austrian border. However, Mussolini was becoming convinced that an alliance with Germany offered the best opportunities for Italian expansion. In response to the actions of the Western powers over Abyssinia, Mussolini indicated that Italy would take no action if Germany were to reoccupy the Rhineland, which it did in March 1936. The final victory of Italy over Abyssinia in May 1936 boosted Mussolini's self-confidence as he gave his blessing to the Austro-German agreement signed on July 11 1936, acknowledging Austrian independence. In July 1936 a civil war broke out in Spain which polarized opinion in Europe and firmly merged the ideologies of Germany and Italy together. On 1 November 1936, Mussolini formally announced the establishment of a Rome-Berlin axis, maintaining that Germany had recognized the Empire of Rome and that Germany had no wish to interfere in the Mediterranean theatre of war.

Source L Christian Goeschel, an historian, writing in the academic book *Mussolini and Hitler: The forging of the Fascist alliance* (2018).

Hitler saw Mussolini as a strong and determined leader who had rescued Italy from the left and turned it into a powerful dictatorship. However, the ideological impact of Fascism on Nazism was quite minor, as Nazi ideology had already been formulated in the Nazi party manifesto of 1920 and *Mein Kampf*. There were some considerable ideological differences between the two regimes.

After Hitler's appointment as Chancellor, relations between Italy and Germany remained tense, partly because Hitler wanted to extend his control over Austria whose sovereignty was guaranteed by Fascist Italy. But Hitler's consolidation of the Third Reich and a series of stunning foreign policy successes, notably the remilitarization of the Rhineland, elevated Hitler to be the leading light of European Fascism. Italy's occupation of Abyssinia, the subsequent League of Nations sanctions and the Spanish Civil War resulted in the politics of Italy and Germany becoming increasingly entangled with each other. For Mussolini, an alliance with the now more powerful Germany was a way to enhance his prestige and transform Italy into a totalitarian nation. Overall, Mussolini's goal was to establish Italy as the dominant power in the Mediterranean, expanding the empire to create living space (*spazio vitale*). Mussolini's proclamation of the Rome-Berlin axis in November 1936 realised this ambition. However, no formal alliance was signed and Italy did not enter the Second World War on Germany's side until June 1940.

End of prescribed subject 3

Prescribed subject 4: Rights and protest

Read sources M to P and answer questions 13 to 16. The sources and questions relate to case study 2: Apartheid South Africa (1948–1964) — Protests and action: Official response: the Rivonia trial (1963–1964) and the imprisonment of the ANC leadership.

Source M Saul Dubow, an historian and academic, writing in the book *Apartheid 1948–1994* (2014).

The view that Communist-inspired revolution was the underlying cause of subversion and disorder became a firmly-held belief of the government, which duly set about rebuilding the police force ‘special branch’ into a powerful unit. Many veterans of the struggle talk about the significant increase in the scale of police and government oppression after 1960. In the 1950s, political activists could generally rely on a relatively independent criminal justice system. However, by the 1960s new measures, including solitary confinement, detention without trial, and physical intimidation, were becoming routine.

The 1963 General Laws Amendment Act authorized the police to detain political suspects for up to ninety days without access to visitors or lawyers. It also enabled the detention, for an unlimited period after their prison sentence had ended, of anyone found guilty of sabotage. This marked a serious increase in the state’s already repressive laws and actions. In addition, the government created a secret intelligence-gathering operation, which turned into the much-feared Bureau of State Security (BOSS). By the time of Rivonia, apartheid South Africa was well on the way to becoming a police state with torture and abuse featuring as established practice.

Source N Neville Colvin, a cartoonist, depicts Nelson Mandela and a judge, published in *News Chronicle*, a British daily newspaper (June 1964). The wording on the judge’s gown is “justice” and the wording on the ball and chain is “apartheid laws”.



Source O Joel Joffe, defence attorney (lawyer) for the leaders of the African National Congress (ANC), writing in the book *The State vs. Nelson Mandela: The Trial that Changed South Africa* (2007).

On one side of the square outside the court, the crowd had grown to almost 2,000, hoping for their last chance to see the men who held their hopes and their inspirations. People in the crowd held up posters reading 'Our future is bright'. 'We are proud of our leaders'. 'We stand by our leaders'. On the other side of the square was an angry group of white students and white policemen.

The political movement of the non-white people should have been broken, leaderless and without hope. Instead it was alive, singing, forming up in procession with flying banners and the ANC colours fluttering in the wind.

From the window of an upper floor, someone poured water on the heads of the people marching past. University students, hate in their faces, laughed without humour. The police with their dog handlers followed close on the women, encouraging their dogs to snap at the women's heels. The police moved in, obviously under strict orders to avoid violence at all costs. Television cameras from all over the world were recording every moment of the scene. Banners were roughly seized by the police, torn up and thrown into the gutters. But still the crowd lined the streets, waiting for a last sight of their leaders to give them a final farewell.

Source P Garth Conan Benneyworth, an historian, writing in the article "Trojan horses: Liliesleaf, Rivonia (August 1962–11 July 1963)" for the journal *Historia* (2017).

Many people think that the police raid on Liliesleaf was the result of informants within the anti-apartheid movement providing information about the farm with its safe house and its people. Although there were informants, this was only a small factor leading to the raid and subsequent Rivonia Trial. In fact, it was a long, secret investigation that shattered the underground networks opposing the apartheid state. By June 1963 the state crackdown had become relentless. The African National Congress (ANC) were under banning orders, restricted from almost all social and political contact with others, detained, driven into exile, or serving prison sentences. Resistance had been suppressed, numerous political trials were underway and there was increasing brutality by a growing security police state. Therefore, it became increasingly difficult for the ANC to operate. At some point a fatal mistake might be made due to the sheer pressure of the security forces.

Despite this pressure, some ANC members had become lazy about security at the Liliesleaf safe house and there was no structured counter-intelligence mechanism in use by the underground movement. 'Naïve' was a word often used to describe the ANC leadership and members.

End of prescribed subject 4

Prescribed subject 5: Conflict and intervention

Read sources Q to T and answer questions 17 to 20. The sources and questions relate to case study 2: Kosovo (1989–2002) — Causes of the conflict: Political causes: constitutional reforms (1989–1994); repression of the Albanian independence campaign.

Source Q Tim Judah, a writer and correspondent who reported directly from the Balkans during the disintegration of Yugoslavia, writing in the book *Kosovo: What everyone needs to know* (2008).

On 23 March 1989, surrounded by police and tanks, the Kosovo assembly voted a constitutional amendment that restored Serbia's power over the province and implied the end of Kosovo's autonomy. Violent protests arose among the ethnic Albanians, but they were crushed with the intervention of thousands of police officers sent from outside the province. Repression, arrests and imprisonments followed, coupled with new laws and regulations to integrate Kosovo back into Serbia. However, the Democratic League of Kosovo (LDK) was founded in December 1989 with Ibrahim Rugova at its head. This became the main focus of opposition to Serbian rule until the Kosovo war in 1998. The LDK promoted the creation of the Republic of Kosovo, approved on 2 July 1990 by 114 out of 123 Albanian members of the parliament who had earlier, under pressure, voted to extinguish Kosovo's autonomy. The republic was declared independent on 21 September 1991 and was confirmed by a referendum that was seen as illegal by Serbian authorities. The LDK and Rugova created parallel institutions to protect the interests of Kosovo's Albanians and complained of human rights abuses by the Serbs. Rugova also launched a campaign of peaceful resistance to achieve the independence of Kosovo, earning him the title of "Gandhi of the Balkans".

Source R The photograph shows a group of ethnic Albanian students attending class in a home-school in the 1990s. The photograph was posted by Besa Shahini, former Albanian Minister of Education, in the article "Lessons in resistance: Kosovo's parallel education system in the 1990s" for the blog *Prishtina Insight* (2016).



Source S Noel Malcolm, an historian specializing in the history of Kosovo, writing in the academic book *Kosovo: A Short History* (1998).

Every aspect of life for Albanians in Kosovo was affected in 1990. The Serb authorities used a combination of emergency measures and administrative laws to dismiss anyone who had taken part in a one-day protest strike. They sacked the vast majority of Albanians who had any form of state employment, such as doctors and health workers. In addition, 6,000 school-teachers were sacked for having taken part in protests, or for refusing to comply with a new Serbian curriculum which largely eliminated the teaching of Albanian literature and history. In some places, Albanian teachers were allowed to continue to take classes (without state pay) in the school buildings, but strict physical segregation was applied with, for example, separate lavatories for Albanian and Serb children. In both healthcare and education, the Albanians organized their own 'parallel' system of clinics and schools. The teachers and organizers were, however, frequently subjected to arrest, intimidation and beatings by the Serb police.

Source T Enika Abazi, an expert in Balkan studies, writing in the article "Kosovo: War, Peace and Intervention in a Nutshell" for the journal *Turkish Review of Balkan Studies* (2001).

The 1995 Dayton Agreement, negotiated with the intervention of the United States government, put an end to the Bosnia War and implied the mutual recognition of Bosnia and Herzegovina, Croatia, and the Federal Republic of Yugoslavia as sovereign states. However, it did not include any solution for Kosovo. The lack of interest shown by the international community led to the radicalisation of the situation in Kosovo. On one hand, radical groups in Albanian political circles believed that the peaceful policy of Ibrahim Rugova was not going to lead to independence and that only violence could succeed in winning international recognition. This was the basis for the emergence of the Kosovo Liberation Army (KLA). On the other hand, the Serb authorities found in the KLA an excuse for brutally unlawful measures. The emergence of the KLA was used by the Serbian president, Slobodan Milosevic, to provoke a widespread ethnic Albanian uprising in Kosovo.

End of prescribed subject 5

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References:

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