

© International Baccalaureate Organization 2024

All rights reserved. No part of this product may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without the prior written permission from the IB. Additionally, the license tied with this product prohibits use of any selected files or extracts from this product. Use by third parties, including but not limited to publishers, private teachers, tutoring or study services, preparatory schools, vendors operating curriculum mapping services or teacher resource digital platforms and app developers, whether fee-covered or not, is prohibited and is a criminal offense.

More information on how to request written permission in the form of a license can be obtained from <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organisation du Baccalauréat International 2024

Tous droits réservés. Aucune partie de ce produit ne peut être reproduite sous quelque forme ni par quelque moyen que ce soit, électronique ou mécanique, y compris des systèmes de stockage et de récupération d'informations, sans l'autorisation écrite préalable de l'IB. De plus, la licence associée à ce produit interdit toute utilisation de tout fichier ou extrait sélectionné dans ce produit. L'utilisation par des tiers, y compris, sans toutefois s'y limiter, des éditeurs, des professeurs particuliers, des services de tutorat ou d'aide aux études, des établissements de préparation à l'enseignement supérieur, des fournisseurs de services de planification des programmes d'études, des gestionnaires de plateformes pédagogiques en ligne, et des développeurs d'applications, moyennant paiement ou non, est interdite et constitue une infraction pénale.

Pour plus d'informations sur la procédure à suivre pour obtenir une autorisation écrite sous la forme d'une licence, rendez-vous à l'adresse <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organización del Bachillerato Internacional, 2024

Todos los derechos reservados. No se podrá reproducir ninguna parte de este producto de ninguna forma ni por ningún medio electrónico o mecánico, incluidos los sistemas de almacenamiento y recuperación de información, sin la previa autorización por escrito del IB. Además, la licencia vinculada a este producto prohíbe el uso de todo archivo o fragmento seleccionado de este producto. El uso por parte de terceros —lo que incluye, a título enunciativo, editoriales, profesores particulares, servicios de apoyo académico o ayuda para el estudio, colegios preparatorios, desarrolladores de aplicaciones y entidades que presten servicios de planificación curricular u ofrezcan recursos para docentes mediante plataformas digitales—, ya sea incluido en tasas o no, está prohibido y constituye un delito.

En este enlace encontrará más información sobre cómo solicitar una autorización por escrito en forma de licencia: <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

# History

## Higher level and standard level

### Paper 1

30 October 2024

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 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.

1. (a) What, according to Source A, were Richard I’s achievements during the Third Crusade? [3]  
(b) What does Source D suggest about Richard I’s participation in the Third Crusade? [2]
2. With reference to its origin, purpose and content, analyse the value and limitations of Source B for an historian studying the achievements of the crusaders during the Third Crusade. [4]
3. Compare and contrast what Sources A and C reveal about Richard I’s achievements in the Third Crusade. [6]
4. Using the sources and your own knowledge, to what extent do you agree with the view that Richard I’s contributions enabled the Third Crusade to achieve its aims? [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) — Impact: Causes and effects of demographic change; spread of disease.

5. (a) What, according to Source E, were the causes of the decrease of the indigenous population during the 16th century? [3]  
(b) What does Source G suggest about the treatment of the indigenous population? [2]
6. With reference to its origin, purpose and content, analyse the value and limitations of Source H for an historian studying Spain’s justification for subjugating the indigenous population. [4]
7. Compare and contrast what Sources F and H reveal about the subjugation of the indigenous population to Spanish rule. [6]
8. “It is an undeniable fact that Spanish domination resulted in demographic change through deadly oppression”. Using the sources and your own knowledge, to what extent do you agree with this statement? [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) — Causes of expansion: Impact of fascism and Nazism on the foreign policies of Italy and Germany.

9. (a) What, according to Source I, were the reasons for Italy to declare war on Britain and France? [3]
- (b) What does Source J suggest about relations between Italy and Germany in 1938? [2]
10. With reference to its origin, purpose and content, analyse the value and limitations of Source I for an historian studying Italian foreign policy in 1940. [4]
11. Compare and contrast what Sources K and L reveal about German and Italian foreign policy in the 1930s. [6]
12. Using the sources and your own knowledge, to what extent were the foreign policies of fascist Italy and Nazi Germany, up to 1940, influenced by their territorial ambitions? [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: Official response: the Rivonia trial (1963–1964) and the imprisonment of the ANC leadership.

13. (a) What, according to Source M, was the change in the government's response to anti-apartheid action in the lead up to the Rivonia trial? [3]
- (b) What does Source N suggest about the impact of apartheid laws in the Rivonia trial? [2]
14. With reference to its origin, purpose and content, analyse the value and limitations of Source O for an historian studying the impact of the Rivonia trial in apartheid South Africa. [4]
15. Compare and contrast what Sources M and P reveal about the government's official response prior to the Rivonia trial. [6]
16. Using the sources and your own knowledge, evaluate the effectiveness of the government response to opposition to apartheid up to 1964. [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 2: Kosovo (1989–2002) — Causes of the conflict: Political causes: constitutional reforms (1989–1994); repression of the Albanian independence campaign.

17. (a) What, according to source Q, were the effects on Kosovo of the 1989 constitutional amendment? [3]
- (b) What does Source R suggest about how the lives of ethnic Albanians changed after the 1989 restoration of Serbian power in Kosovo? [2]
18. With reference to its origin, purpose and content, analyse the value and limitations of Source S for an historian studying the causes of conflict in Kosovo in the 1990s. [4]
19. Compare and contrast what Sources S and T reveal about the nature of the conflicts that emerged in Kosovo after 1989. [6]
20. Using the sources and your own knowledge, evaluate the causes of conflict in Kosovo during the 1990s. [9]
-