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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

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: Thompson, J., *Richard the Lionheart: The Mighty Crusader*. Copyright © David Miller 2003. Reproduced with permission of the Licensor through PLSclear.]

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

Removed for copyright reasons

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

Removed for copyright reasons

Source F

Removed for copyright reasons

Source G

Alberto Salinas, an Argentinian artist, depicts indigenous people being forced to work in the silver mines (1969).



Source H

Removed for copyright reasons

End of prescribed subject 2

Turn over

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 on land, sea, and air. Blackshirts of the revolution. Men and women of Italy, of the Empire, listen!

The hour has come. The declaration of war has already been delivered to the ambassadors of Great Britain and France.

We go to war against Great Britain and France, who always have blocked the progress and often plotted against the existence of the Italian people ...

Fascist Italy did everything humanly possible to avoid war by proposing to revise and adapt treaties. But with no success, and now it is too late ...

We take up arms to break the chains of territorial and military constraints that confine us to the Mediterranean, for we are not truly free unless we have free access to the Atlantic Ocean ...

According to Fascist morality, we march with Germany, with its people, with its victorious Armed Forces to the end ...

Italian people! Take up 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

Removed for copyright reasons

Source L

Removed for copyright reasons

End of prescribed subject 3

Turn over

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: Saul Dubow. *Apartheid, 1948–1994* © Saul Dubow 2014.
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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: Joffe, J. *The State vs. Nelson Mandela: The Trial That Changed South Africa*. Copyright © Joel Joffe 2007. Reproduced with permission of the Licensor through PLSclear.]

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: T, Judah. *Kosovo What Everyone Needs to Know*. Copyright © 2008 Tim Judah. Reproduced with permission of the Licensor through PLSclear.]

Source R The photograph shows a group of ethnic Albanian students attending class in a home-school. The photograph was taken by Melanie Friend, a British photojournalist, in February 1992.



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 in Kosovo has been affected. Using a combination of emergency measures, administrative fiats and laws authorizing the dismissal of anyone who had taken part in a one-day protest strike, the Serb authorities have sacked the overwhelming majority of those Albanians who had any form of state employment in 1990. Most Albanian doctors and health workers were also dismissed from the hospitals ... Approximately 6,000 school-teachers were sacked in 1990 for having taken part in protests, and the rest were dismissed when they refused to comply with a new Serbian curriculum which largely eliminated the teaching of Albanian literature and history. In some places the Albanian teachers were allowed to continue to take classes (without state pay) in the school buildings, but strict physical segregation was introduced - with, for example, separate lavatories for Albanian and Serb children ... For both healthcare and education the Albanians have organized their own 'parallel' system of clinics and schools ... the teachers and organizers are, however, frequently subjected to arrest, intimidation and beatings by the Serb police.

[Source: From *Kosovo: A Short History*, first published in 1998 by Macmillan an imprint of Pan Macmillan. Reproduced by permission of Macmillan Publishers International Limited. Text copyright © Noel Malcolm 1998.]

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:

- Source A** Thompson, J., *Richard the Lionheart: The Mighty Crusader*. Copyright © David Miller 2003. Reproduced with permission of the Licensor through PLSclear.
- Source B** Shaddad, I., 1897. *The life of Saladin*. Translated from Arabic by C.R. Conder. London: Committee of the Palestine Exploration Fund, pp. 266–267. Source adapted.
- Source D** The History Emporium / Alamy Stock Photo.
- Source G** © Look and Learn.
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- Source J** Cartoon Y-038; Telling the Italians!; 4/30/1938; Berryman Political Cartoon Collection, 1896–1949; Records of the U.S. Senate, Record Group 46; National Archives Building, Washington DC, 20408. [Online Version, <https://www.docsteach.org/documents/document/telling-the-italians>, October 31, 2024].
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- Source T** Abazi, E., 2001. Kosovo: War, Peace and Intervention in a Nutshell. *Turkish Review of Balkan Studies*, [online] (6). Available through: HAL <https://shs.hal.science/halshs-01502313/document> [Accessed 25 May 2023]. Source adapted.