



History
Higher level and standard level
Paper 1

4 May 2026

Zone A afternoon | **Zone B** afternoon | **Zone C** afternoon

1 hour

Instructions to students

- 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

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4 pages

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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) — Campaigns: The course, outcome and effects of Richard I's campaigns in France, the Mediterranean and the Middle East.

1. (a) What, according to Source A, were the outcomes of Richard I's campaigns in the Middle East? [3]
(b) What does Source B suggest about the relations between Christians and Muslims in the Middle East? [2]
2. With reference to its origin, purpose and content, analyse the value and limitations of Source D for an historian studying the outcomes of Richard I's campaigns in the Middle East. [4]
3. Compare and contrast what Sources A and C reveal about the participation of Richard I in the campaigns in the Middle East. [6]
4. "Richard I had not been able to change the political situation of the Middle East as he had hoped." (Source A) 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 1: The final stages of Muslim rule in Spain — Context and Motives: Social and economic context in Iberia and Al-Andalus in the late 15th century; coexistence of population; intercultural exchange; economic decline; heavy taxation.

5. (a) What, according to Source E, were the reasons to expel the Jews from the Iberian Peninsula? [3]
(b) What does Source F suggest about Christian attitudes to other religions? [2]
6. With reference to its origin, purpose and content, analyse the value and limitations of Source E for an historian studying Fernando and Isabel's attitude towards the Jews in the Iberian Peninsula in the late 15th century. [4]
7. Compare and contrast what sources G and H reveal about the coexistence of Christians, Jews and *conversos* in late 15th-century Spain. [6]
8. Using the sources and your own knowledge, examine the challenges to coexistence between Christians, Jews and *conversos* in the Iberian Peninsula. [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: League of Nations and the Lytton report.

9. (a) What, according to Source L, were the principles guiding the Lytton Report? [3]
(b) What does Source K suggest about the response to the Lytton Report? [2]
10. With reference to its origin, purpose and content, analyse the value and limitations of Source L for an historian studying the League of Nations' response to Japanese expansion in Manchuria. [4]
11. Compare and contrast what Sources I and J reveal about the League of Nations' response to Japanese expansion in Manchuria. [6]
12. Using the sources and your own knowledge, discuss the effectiveness of the League of Nations' response to Japanese expansion between 1931 and 1941. [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) — Protests and action: Non-violent protests; Montgomery bus boycott (1955-1956); Freedom Rides (1961); Freedom Summer (1964).

13. (a) What, according to source M, were the responses to the Freedom Rides in 1961? [3]
(b) What does Source N suggest about the Freedom Rides? [2]
14. With reference to its origin, purpose and content, analyse the value and limitations of Source M for an historian studying the 1961 Freedom Rides. [4]
15. Compare and contrast what Sources O and P reveal about the Freedom Rides of 1961. [6]
16. Using the sources and your own knowledge, to what extent do you agree with the view that non-violent protest was an effective strategy in achieving civil rights in the US between 1954 and 1965? [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) — Impact: Social and economic consequences; refugee crisis; damage to infrastructure.

17. (a) What, according to Source T, were the living conditions of Kosovar Albanian refugees in camps in 1999? [3]
- (b) What does Source S suggest about the exodus of Albanians from Kosovo to FYR Macedonia in 1999? [2]
18. With reference to its origin, purpose and content, analyse the value and limitations of Source R for an historian studying the international response to the Kosovo refugee crisis in 1999. [4]
19. Compare and contrast what Sources Q and R reveal about the Kosovo refugee crisis in 1999. [6]
20. Using the sources and your own knowledge, evaluate the effectiveness of the international response to the Kosovo refugee crisis in 1999. [9]

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History
Higher level and standard level
Paper 1 – source booklet

4 May 2026

Zone A afternoon | Zone B afternoon | Zone C afternoon

1 hour

Instructions to students

- 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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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) — Campaigns: The course, outcome and effects of Richard I's campaigns in France, the Mediterranean and the Middle East.

Source A

Gabriele Esposito, an historian specializing in military history, writing in the book *Armies of Plantagenet England 1135-1337* (2022).

On 9 October 1192, after more than a year spent fighting in the Holy Land, Richard I decided to return to England. He had shown all his courage in the Kingdom of Jerusalem and had defeated the Muslims on several occasions. However, Richard I had not been able to change the political situation of the Middle East as he had hoped.

A fragile peace was concluded between Richard I and Saladin, but the most important questions remained unresolved. In the Holy Land, Richard I had to face the hostility of the other crusader leaders, who saw his participation in the Third Crusade as a threat to their expansionist ambitions in the Middle East. The rivalry between Richard I and the French king, Philip II [Philip Augustus], became even stronger in the Kingdom of Jerusalem and would soon lead to the outbreak of renewed hostilities in Europe.

Source B

"Crusaders and Saracens [Muslims] in conference", an illustration depicting Christians (riding horses) and Muslims (on foot) in *Chronicles of the Crusades*, held in the Newberry Library (1848).



CRUSADERS & SARACENS IN CONFERENCE

Source C

David Hilliam, a former teacher, writing in the book *Richard the Lionheart and the Third Crusade: The English King Confronts Saladin in AD 1191* (2004).

The Battle of Jaffa proved to be Richard I's last military activity in the Holy Land. It had been an impressive display of Richard I's determination, skill, and courage, outstanding even in a lifetime of constant warfare. However, after the Battle of Jaffa, Richard I was anxious to return to England, especially when he learned that his brother John was plotting against him with the help of the French. For Richard I, it was now necessary to sign a peace treaty with Saladin, and Saladin himself was anxious to be rid of this extraordinary opponent. He did not want to be constantly at war. Furthermore, at this time, both Saladin and Richard I fell ill.

The two leaders exchanged gifts of fruit and medicine. Then, on 2 September 1192, an agreement was signed that was to last for three years. According to this agreement, Jerusalem was to remain in Muslim hands, but Christian pilgrims were to be allowed free access to the holy places there. Christians were also allowed to visit Bethlehem and Nazareth. All the lands of the crusader states were still to be held by the Christian settlers, including the important coastal cities from Tyre to Jaffa.

Source D

Richard de Templo, a 13th-century member of the Catholic Church and presumed author of the chronicle about Richard I's role in the Third Crusade, the *Itinerarium Peregrinorum et Gesta Regis Ricardi*.

Saladin granted the Christians free and non-violent possession of Joppa [Jaffa] and its whole neighbourhood, shore and hills. There was to be unbreakable peace between Christians and Muslims. Each side would have free passage everywhere, and right of access to the [Church of the] Holy Sepulchre without any payment and with full liberty to carry on commerce over the whole land.

Richard I now sent word to Saladin and told him that he [Richard I] only asked for a truce for three years with the intention to go back home and collect money and troops with which to rescue Jerusalem from Saladin's power. To Richard I's messengers, Saladin answered that his admiration for Richard I's courage and nobleness of character was so great that he would rather lose the land to such a man than to any other prince he had ever seen.

Then, when the truce had been written and confirmed by oaths, Richard I departed to Caiphas (Haifa) as best he could, in order that he might there be healed of his illness by medicine.

End of prescribed subject 1

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 1: The final stages of Muslim rule in Spain — Context and Motives: Social and economic context in Iberia and Al-Andalus in the late 15th century; coexistence of population; intercultural exchange; economic decline; heavy taxation.

Source E

Fernando de Aragón and Isabel de Castilla, Catholic monarchs of Spain, writing in *The Alhambra Decree – Edict of the Expulsion of the Jews* (1492).

... We have been informed by the inquisitors and by others that great injury still remains, as Christians continue to engage with the Jews, Jews who employ all manner of methods to undermine* the holy Catholic faith, in an attempt to stop faithful Christians from practising their beliefs. These Jews have given these Christians instruction on the ceremonies and rituals of Jewish laws, circumcising their children and giving them books from which they may read their prayers, informing them of which days they must fast, gathering with them to teach them the history of their laws, explaining to them when and how to observe the festivals of Passover, giving to them unleavened bread and ritually prepared meats, instructing them on the things from which they must abstain, as much in foods as in other things, in order to observe the laws of Moses, and convincing them that there is no other law or truth except for that one. ...

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Therefore, our council of religious men, the knights of our kingdom, and other learned persons of wisdom from across our realm, after much discussion on this matter, resolve to order the banishment of all the Jews and Jewesses from our kingdom, never to be allowed to return.

* undermine: weaken, destabilize

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Source F

Pedro Berruguete, a Spanish artist, depicts the punishment given to non-Christians (1491–1499).



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(Prescribed subject 2 continues on the following page)

Turn over

(Prescribed subject 2 continued)

Source G

Norman Roth, an historian specializing in Jewish Studies, writing in the book *Conversos, Inquisition, and the Expulsion of the Jews from Spain* (2002).

Jews lived generally in quite harmonious relations with their Muslim and Christian neighbours. This cooperation in the cultural sphere can also be seen in the fields of science and medicine, where Jews played a major role.

Precisely because of the general lack of discrimination, it was also possible for Jews to attain positions of power and authority in the government at all levels, from tax officials to the highest level of running the affairs of the kingdom.

All of this remarkable history and culture came to an end in 1492 with the astonishing order to expel the Jews from the Spanish kingdoms. ...

There is still confusion among scholars about the Jewish converts [*conversos*] of medieval Spain. For a long time, it was argued that they [Jews] were forced to convert and could not have believed in the Christian religion. However, the facts present a different picture. Far from being sympathetic, Jewish authorities declared that these *conversos* decided to abandon not just their faith but their people. *Conversos* considered themselves to be true Christians and completely separated from Jewish society. However, the increasing jealousy and the open persecution of the *conversos* by "Old Christians" [Christians by birth] became a major problem. In the mid-fifteenth century this gave rise to open warfare between the "Old" and "New" Christians.

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Source H

Paola Tartakoff, a professor of History and Jewish Studies, and chair of the Department of Jewish Studies at Rutgers University, writing in the article "Expelled from Spain: July 31, 1492" for the online column "Today in History" (2022).

Under Muslim rule and, initially, under Christian rule, Muslims, Christians, and Jews experienced periods of economic prosperity and cultural flourishing. Members of all three communities collaborated intellectually, artistically, politically, and financially, and all three cultures shaped one another. Spectacular architecture—including Granada's Alhambra—and literary, legal, and scientific masterpieces in Arabic, Hebrew, Latin, and Spanish are among the results of these collaborations that survive to this day.

But the coexistence of Muslims, Christians, and Jews in Spain was, in fact, never free of tensions. ...

Thus, the mass expulsions of late medieval Spain drew on centuries of hate, even as they marked a turning point. In 1492, and during the years that followed, tens of thousands of Jews fled Spain (estimates range from 40 000 to over 150 000).

Thousands of Jews who stayed in Spain converted to Christianity. Over the next decades and beyond, many *conversos* left Iberia, sometimes returning to the open practice of Judaism. Meanwhile, the Spanish Inquisition expanded.

End of prescribed subject 2

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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 1: Japanese expansion in East Asia (1931-1941) — Responses: League of Nations and the Lytton report.

Source I

David Wen-wei Chang, a professor of political science, writing in the academic article "The Western Powers and Japan's Aggression in China: The League of Nations and 'The Lytton Report'" (2003).

If the major Western powers—Britain, the United States, and France—had united to forcefully contain Japanese expansionist ambitions in China, the government in Tokyo would have been forced to pull back its army in Manchuria. Such a united front could have easily saved the authority of the League of Nations. ...

But, in the case of aggression in Manchuria, the major Western powers failed to uphold the protection offered by the Nine-Power Pact, the Briand-Kellogg Pact, and the League of Nations. Every country eventually paid a heavy price for this appeasement. The actions of the West made the Second World War unavoidable in both Europe and Asia.

By December 1931, the League stopped demanding Japanese military evacuation in Manchuria. It could only hope for the immediate and voluntary end of hostility by both China and Japan. The League's weak reaction was widely criticized. ...

In early 1932, the Lytton Commission warned Tokyo of its violation of treaty obligations and reminded Japanese officials "not to ignore the machinery of peace." Such warnings, however, seemed to fall on deaf ears. By September 1932, much to the Commission's disappointment, Japan formally initiated a treaty relationship with the "puppet" state of Manchukuo.

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Source J

David G. Williamson, a history teacher, writing in the textbook *War and Peace: International Relations 1890-1945* (2015).

China appealed to the League of Nations, who responded cautiously and sent a commission of inquiry under the command of Lord Lytton. ...

It is easy to criticize the League for not acting more decisively, but without the commitment of the Great Powers it could not take action. Neither of the two most important naval powers, Britain and the US, were in a position to take effective action or use force. The US, shocked by the Great Depression, was unwilling to do more than denounce Japanese aggression; President Hoover argued that economic sanctions would provoke Japan and risk war. ...

In 1932 the League received the Lytton Commission's report. ... It stated that Manchuria had been forcibly occupied by the armed forces of Japan and declared independent from the rest of China. It proposed that Japanese troops should withdraw back into their railway zone. Both China and Japan should then negotiate not only a treaty guaranteeing Japan's rights in Manchuria, but also a non-aggression pact and a trade agreement.

When the Lytton Report was adopted unanimously, with the single exception of Japan, by the League Assembly, Japan withdrew from the League in protest. It was obvious that only armed intervention by the Great Powers could force Japan out of Manchuria, and that option was not realistic in 1933.

(Prescribed subject 3 continues on the following page)

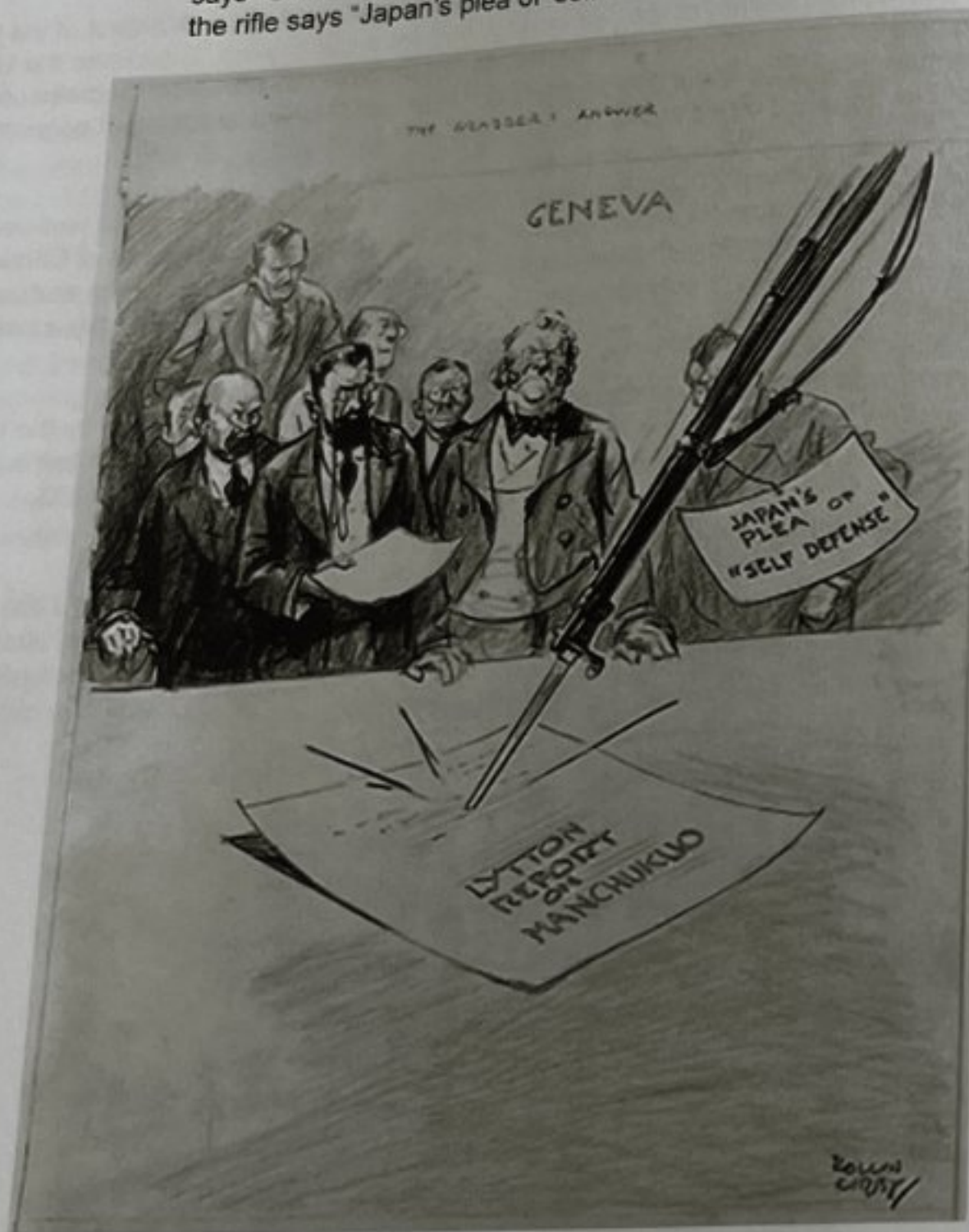
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(Prescribed subject 3 continued)

Source K

Rollin Kirby, a cartoonist, in a cartoon titled "The Grabber's answer"*, published in the American newspaper *The New York World-Telegram* (1932). The background says "Geneva". The document says "Lytton Report on Manchukuo". The tag on the rifle says "Japan's plea of 'self-defense'".



* Grabber: someone taking something, often dishonestly

Source L

An extract from *Situation in Manchuria: Report of the Lytton Commission of Inquiry*, commissioned by the League of Nations (1932).

A mere restoration of the previous situation in Manchuria would be no solution. ... Furthermore, the maintenance and recognition of the present regime in Manchuria would be equally unsatisfactory. ... It is opposed to the interests of China. ...

Any satisfactory solution in Manchuria should respect the following principles:

- Compatibility with the interests of both China and Japan. Both countries are members of the League of Nations, and each is entitled to the same consideration from the League. ...
- Recognition of Japan's interests in Manchuria. These rights and interests are facts which cannot be ignored and must be considered in any solution. ...
- The government in Manchuria should be modified in such a way as to secure, consistently with the sovereignty and administrative integrity of China, a large measure of autonomy. ...
- Encouragement of an economic agreement between China and Japan. A new commercial treaty between the two countries should be equal. ...

If China and Japan can achieve a solution to their difficulties, it might be the starting point of a new era of close understanding and political co-operation between them.

End of prescribed subject 3

Topic 9: Emergence and development of democratic states (1848–2000)

17. Evaluate the significance of constitutions and electoral systems to the emergence of democracy in **two** states, each chosen from a different region, in the period 1848–2000.
18. With reference to **two** states, each chosen from a different region, discuss the view that economic forces had the most influence on the development of democratic states in the period 1848–2000.

Topic 10: Authoritarian states (20th century)

19. To what extent was persuasion more important than the use of force in the emergence of **two** 20th-century authoritarian states?
20. Evaluate the effectiveness of social and economic policies in **two** 20th-century authoritarian states.

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Topic 11: Causes and effects of 20th-century wars

21. “Technological developments had the greatest impact in deciding the outcome of wars.” Discuss with reference to **two** 20th-century wars.
22. “The most significant consequence of war was economic.” Discuss with reference to **two** 20th-century wars.

Topic 12: The Cold War: Superpower tensions and rivalries (20th century)

23. To what extent did detente improve superpower relations between 1969 and 1979?
24. Discuss the view that ideology was the main cause of **two** Cold War crises, each chosen from a different region.

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