

© International Baccalaureate Organization 2022

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 2022

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, 2022

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 – source booklet

Wednesday 2 November 2022 (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) — Impact: Political impact in France: growth in prestige and strength of the Capetian monarchy; expansion of royal control.

Source A Rigord, a 12th century French historian, writing about the life and deeds of the Capetian monarch Philip II in the chronicle *Gesta Philippi Augusti* (completed c1207).

In the year 1193, King Philip II raised troops and went to take Gisors; shortly after, he took in his power all the Norman region of Vexin, that the King of England had usurped. After taking Gisors and the whole March of Normandy, King Philip II returned to Saint-Denis, which the King of England Henry II and his son Richard I, had long kept by force, against all rights ...

As winter approached, King Philip II, having raised an army, invaded Normandy. There he took the city of Evreux and subdued [captured] other strongholds, destroying several; he took a large number of prisoners and laid siege to Rouen. But, after having examined the fortifications of this city [Rouen] and calculated what such an attack would cost him, he despaired and withdrew at last. He ceased the war and concluded an agreement with John, nicknamed Lackland, brother of the King of England. It was an uncertain treaty of alliance, for events soon proved to Philip II all the bad faith of his enemy.

Source B Jonathan Duncan, an historian specializing in French history, writing in the academic book *The Dukes of Normandy* (1839).

Philip II thought that the favourable moment had arrived to take away Richard I's control of his continental dominions, but Philip II was still under the obligation of his oath to Richard, and Pope Celestine had refused to absolve him from it.

Philip II now pursued a different line of policy. He offered Prince John his sister Alice in marriage and promised to aid him in seizing the crown of England, provided he would give up Gisors, the Vexin, Tours, and the whole of Normandy, except Rouen and its territory.

John, who was surnamed Lackland, because he never received any independent estates from his father, gladly listened to these proposals, and signed the treaty. John then paid homage to the King of France for all the domains he held in that country; after which he collected troops, and attacked England, but being opposed by the barons, he only succeeded in capturing some few castles of little importance.

While these negotiations were proceeding, Philip II sent word to Richard I that he could no longer recognize him as one of his vassals, and ordered the seneschal of Normandy to place in his hands all the fortresses of the province. The misfortunes and the captivity of Richard I made men forget his faults. The seneschal resisted Philip II in the field; and the English territories beyond the Loire were defended by the King of Navarre, father-in-law to Richard I.

Source C Jim Bradbury, an historian specializing in the military history of the Middle Ages, writing in the academic book *Philip Augustus: King of France 1180–1223* (1998).

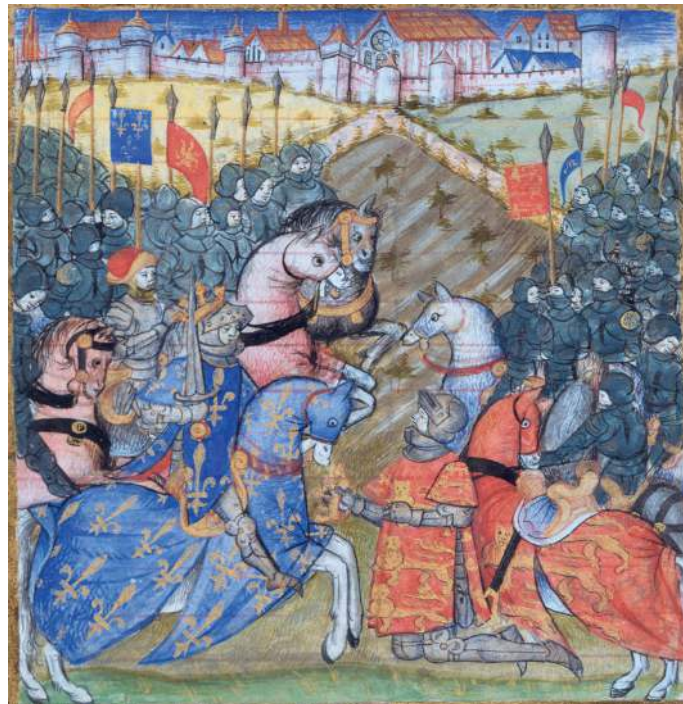
Philip II sought to gain advantage from his early return from the Holy Land. He had been accused of planning an invasion of Richard I's lands despite his oath to him, and only stopped because the French barons opposed it, but this seems to be a lie. Philip II's plans were more subtle and could be considered legal. He properly claimed the lands promised by Richard at Messina, the return of his abandoned sister Alice, together with her dowry lands, including Gisors.

Philip II met the seneschal and nobles of Normandy and handed to the seneschal the agreement made in Messina. [Richard I] the Lionheart's men refused to accept the legality of the document, questioning Philip II's claim. Richard I had also sent back men to guard strategic strongholds. Gisors and territory in the Vexin were the lands in question.

Philip II managed to use Alice by suggesting her marriage to John, as he tried to win over John by promises. John was dissatisfied with his position and was willing to listen to Philip II's suggestions. Only the advice of Richard I's ministers and his mother Eleanor stopped him from joining Philip II.

[Source: *Philip Augustus King of France 1180–1223*, Jim Bradbury, Copyright © 1998 and Imprint. Reproduced by permission of Taylor & Francis Group through PLSclear.]

Source D An illustration depicting Richard I (right) paying homage to Philip II (left) in Berry, 1195 (15th century).



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 1: The final stages of Muslim rule in Spain — Key events and actors: Alhambra Decree (1492).

Source E

Removed for copyright reasons

Source F

Removed for copyright reasons

Source G

Removed for copyright reasons

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 1: Japanese expansion in East Asia (1931–1941) — Events: Sino-Japanese War (1937–1941).

Source I

Removed for copyright reasons

Source J

Removed for copyright reasons

Source K

S C M Paine, a professor of military history, writing in the academic book *The Japanese Empire: Grand Strategy from the Meiji Restoration to the Pacific War* (2017).

In 1937 the Japanese occupied Beijing and the Nationalist capital, Nanjing, then in 1938 they took the temporary capital at Wuhan. Each time, the Nationalists moved their capital inland, settling in 1938 in Chongqing, Sichuan ... Despite numerous Japanese offensives after 1938 they failed to hold the new territory. Japan's army needed to concentrate to fight Nationalist armies, but also to scatter [disperse] to fight Mao's guerrillas. However, it could not do both simultaneously. As soon as the Japanese army departed for battles elsewhere, Communist forces returned ... As the Japanese pushed ever further from the sea they overextended the supply lines needed to support their military. While the Chinese could not defeat Japan, they could still deny it a rapid victory as Japan lacked the forces to control China's vast size. Japan's military strategy also made its economic goals unachievable by causing the collapse of the Chinese economy. Unfortunately for Japan, its military strategy destroyed the Chinese economy and also undermined its own home economy. From 1937 onward territorial expansion no longer benefited the Japanese economy. On the contrary, it became an increasing burden so that by 1940 the Japanese faced food shortages at home.

[Source: S. C. M. Paine, *The Japanese Empire Grand Strategy from the Meiji Restoration to the Pacific War* © S.C.M. Paine 2017. Reproduced with permission of The Licensor through PLSclear.]

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: Increasing violence: the Sharpeville massacre (1960) and the decision to adopt the armed struggle.

Source M P J Wessels, the commission appointed judge, presenting his findings in the *Commission of Enquiry Report into the Occurrences at Sharpeville* (15 June 1960).

There was a detailed examination about the steps which police officers should have taken to disperse the large crowd before they opened fire. In my opinion this is not the issue. The police justify their actions by referring to the conduct of the demonstrators, which was regarded as an attack. The police say they fired because their lives were in danger. That, at any rate, is the pattern of the evidence of all of the police who testified before me. Naturally, I did not call all the police who fired as witnesses but there is no reason to believe that any fired simply to disperse the crowd. The police and especially the officers were aware of the steps which should have been taken before force was used to disperse the crowd. Their conduct at other demonstrations that day is evidence of this.

Source N A photograph taken in the immediate aftermath of the events of Sharpeville depicting South African police walking amongst the bodies of demonstrators (21 March 1960).



Source O

Removed for copyright reasons

Source P

Removed for copyright reasons

End of prescribed subject 4

Turn over

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 1: Rwanda (1990–1998) — Causes of the conflict: Other causes: colonial legacy.

Source Q Paul J Magnarella, a professor of Peace and Justice Studies, writing in the academic article “The Background and Causes of the Genocide in Rwanda” for the *Journal of International Criminal Justice* (2005).

During 1933–34 the Belgians conducted a census and introduced an identity card system that indicated the Tutsi, Hutu or Twa “ethnicity” of each person. The Belgians used ownership of cows as the key criterion for determining which group an individual belonged to ... The criterion used had pre-colonial origins. One cannot blame the Belgians for having created ethnic divisions among Rwandan groups ...

This practice, which was carried on until its abolition by the 1994 post-genocide government, had the unfortunate consequence of firmly attaching a sub-national identity to all Rwandans and firmly dividing them into categories. For many people this carried a negative history of either dominance or subordination, superiority or inferiority, and exploitation. In their “Hutu Manifesto” of 1957, Hutu leaders referred to the identity card categories as “races”, indicating how inflexible these labels had become in their minds.

[Source: Magnarella, P. J., The Background and Causes of the Genocide in Rwanda, *Journal of International Criminal Justice*, 2005, Volume 3, Issue 4, pp. 801–822, <https://doi.org/10.1093/jicj/mqi059>. Translated and reproduced by permission of Oxford University Press on behalf of the Journal.]

Source R An extract from the “Hutu Manifesto”, written by Hutu intellectuals to address the issue of race relations to the 1957 United Nations (UN) Visiting Mission (24 March 1957).

What is the indigenous racial problem? The problem is above all else a problem of political monopoly owned by one race, the Tutsi. A political monopoly which given the current structures, also becomes an economic monopoly ... much to the Hutu’s despair, who see themselves as forced to remain as eternal manual labourers ...

We demand action be taken from above ...

We ask Belgium to give up forcing the Hutu to constantly follow in the Tutsi’s footsteps. We ask that in social relations, for example, we abandon the custom of requiring the Hutu to behave like the Tutsi in order to be considered socially acceptable. Because if we claim to respect cultures, it is also important to acknowledge the differences in Rwandan culture ...

People have taken notice of the indirect [Belgian] administration’s support of the Tutsi monopoly. In order to monitor this racial monopoly, we strongly oppose – at least for now – the removal of the “Hutu”, “Tutsi”, “Twa” categories in official identification documents. Their removal is likely to further promote the advantage [of the Tutsi] by preventing statistics from reflecting the Tutsi monopoly. No one said that it was the name that bothered the Hutu; it is rather the privileges of a favoured Tutsi monopoly, which runs the risk of reducing the majority of the population to systematic [institutionalized] inferiority ...

We are committed to warn the authorities against the dangers that could result, sooner or later, from the continuation of a racist monopoly in Rwanda.

Source S

Charles Andre, a professor of neurology, writing for the academic journal *Arquivos de Neuro-Psiquiatria* [*Archives of Neuropsychiatry*] (2017).

From 1933 onwards, everybody was issued a racial identity card stating his or her original ethnic group. Belgian officials came to the region to classify people according to stereotypical anatomical features. Head, face and body measurements were taken to determine the ethnic classification of the population. Tutsis had a taller stature. The head shape, eye colour, skin tone (lighter) and the size of the noses (longer and narrower) were considered to resemble white Europeans.

This classification system had lasting consequences. It was still in use and became a central tool to rapidly identify and kill Tutsis during the 1994 genocide ...

The importance of explicit racial classification of the Rwandan population, introduced by Belgian colonizers, must not be underestimated as a driving force for ethnic discrimination and hatred. Before the arrival of the Belgians, Tutsi and Hutu people did not see each other as different races, but both sides soon brought racial issues into their discourse and later as a justification for violence.

Source T

Removed for copyright reasons

End of prescribed subject 5

Disclaimer:

Content used in IB assessments is taken from authentic, third-party sources. The views expressed within them belong to their individual authors and/or publishers and do not necessarily reflect the views of the IB.

References:

- Source A** Guizot, F.M. ed., 1825. *Collection des mémoires relatifs à l'histoire de France depuis de la fondation de la monarchie française jusqu'au 13e siècle*. Paris: Brière Libraire. Pp. 111–114. Source adapted.
- Source B** Duncan, J., 1839. *The Dukes of Normandy, from the Time of Rollo to the Expulsion of King John by Philip Augustus of France*. London: Joseph Rickerby; Harvey and Darton. Pp. 287–289. Source adapted.
- Source C** *Philip Augustus King of France 1180–1223*, Jim Bradbury, Copyright © 1998 and Imprint. Reproduced by permission of Taylor & Francis Group through PLSclear.
- Source D** 15th Century. *Hommage de Richard Coeur de Lion à Philippe Auguste (Berry, 1195)*. [image online]. Reproduced in Tour Blanche. Available at: <https://images.squarespace-cdn.com/content/v1/54f04326e4b0da6eadbc6222/1520717130954-591AT5M7H1QZDS6I27YN/Philippe+et+Richard+Issoudun.jpg?format=2500w> [Accessed 9 June 2021].
- Source K** S. C. M. Paine, *The Japanese Empire Grand Strategy from the Meiji Restoration to the Pacific War* © S.C.M. Paine 2017. Reproduced with permission of The Licensor through PLSclear.

- Source M** UCLA Library's Sharpeville Massacre collection is freely available in an open access edition published online by the International Digital Ephemera Project, with generous support from Arcadia, a charitable fund of Lisbet Rausing and Peter Baldwin.
- Source N** Bettmann/Bettmann via Getty Images.
- Source Q** Magnarella, P. J., The Background and Causes of the Genocide in Rwanda, *Journal of International Criminal Justice*, 2005, Volume 3, Issue 4, pp. 801–822, <https://doi.org/10.1093/jicj/mqi059>. Translated and reproduced by permission of Oxford University Press on behalf of the Journal.
- Source R** Niyonzima, M., et al, 1957. *Le Manifeste Des Bahutus*. Translated from French by Anon, 1957 in Dorsinville, M., 1957. *United Nations visiting mission to trust territories in East Africa, 1957: Report on Ruanda-Urundi*. [pdf] United Nations Digital Library. Public domain. Available at: <https://digitallibrary.un.org/record/3828641> [Accessed: 06/10/2021]. Source adapted.
- Source S** Andre, C., 2017. Phrenology and the Rwandan Genocide. *Arquivos de Neuro-Psiquiatria* 76(4), April 2018. Pp. 277–282. Available at: https://www.researchgate.net/publication/324972132_Phrenology_and_the_Rwandan_Genocide. CC BY 4.0 <https://creativecommons.org/licenses/by/4.0/>. Source adapted.

All other texts, graphics and illustrations © International Baccalaureate Organization 2022