

© International Baccalaureate Organization 2026

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 2026

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, 2026

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

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   |

### 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]
- 

#### Disclaimer:

Content used in IB assessments is often 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. Sometimes fictitious companies, products or individuals are included in assessments; any similarities with actual entities are purely coincidental. Any trademarks™ or registered® trademarks included are used for illustrative purposes only, and use does not imply any affiliation with or endorsement by the International Baccalaureate.