

© 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

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

1. (a) How, according to Source A, did the Capetian monarch Philip II expand his control over territory in France? [3]
(b) What does Source D suggest about the political relationship between Richard I and Philip II? [2]
2. With reference to its origin, purpose and content, analyse the value and limitations of Source A for an historian studying the expansion of the Capetian monarchy. [4]
3. Compare and contrast what Sources B and C reveal about the expansion of Philip II's control in France. [6]
4. Using the sources and your own knowledge, evaluate the success of Philip II's policy of expansion. [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 — Key events and actors: Alhambra Decree (1492).

5. (a) What, according to Source E, was the reaction of the Jewish elders to the Alhambra Decree? [3]
(b) What does Source F suggest about the meeting between the Catholic Monarchs and the representative of the Jews in 1492? [2]
6. With reference to its origin, purpose and content, analyse the value and limitations of Source H for an historian studying the expulsion of the Jews in 1492. [4]
7. Compare and contrast what Sources G and H reveal about economic change due to the expulsion of the Jews. [6]
8. Using the sources and your own knowledge, examine the impact of the Alhambra Decree (1492) on the Jews in Spain. [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) — Events: Sino-Japanese War (1937–1941).

9. (a) What, according to Source I, was the impact of the Japanese invasion of China in 1937? [3]
- (b) What does Source J suggest about Japan’s invasion of China between 1937 and 1941? [2]
10. With reference to its origin, purpose and content, analyse the value and limitations of Source I for an historian studying the Sino-Japanese War (1937–1941). [4]
11. Compare and contrast what Sources K and L reveal about Japan’s invasion of China in 1937. [6]
12. Using the sources and your own knowledge, evaluate the success of the Japanese invasion of China in 1937. [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: Increasing violence: the Sharpeville massacre (1960) and the decision to adopt the armed struggle.

13. (a) What, according to Source O, were the reasons for the MK (Umkhonto we Sizwe—“Spear of the Nation”) adopting the armed struggle? [3]
- (b) What does Source N suggest about the events at Sharpeville in 1960? [2]
14. With reference to its origin, purpose and content, analyse the value and limitations of Source M for an historian studying the Sharpeville massacre (1960). [4]
15. Compare and contrast what Sources O and P reveal about opposition to apartheid. [6]
16. Using the sources and your own knowledge, discuss the significance of the Sharpeville massacre to the movement against apartheid. [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 1: Rwanda (1990–1998) — Causes of the conflict: Other causes: colonial legacy.

17. (a) What, according to Source R, were the advantages of the colonial system for the Tutsi in Rwanda? [3]
- (b) What does Source T suggest about the Tutsi and the Twa in Rwanda in the 1950s? [2]
18. With reference to its origin, purpose and content, analyse the value and limitations of Source R for an historian studying Belgian colonial rule in Rwanda. [4]
19. Compare and contrast what Sources Q and S reveal about the use of identity cards in Rwanda by the Belgians. [6]
20. Using the sources and your own knowledge, examine the contribution of Belgian colonial rule to the 1994 Rwandan genocide. [9]
-