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# History

## Higher level and standard level

### Paper 1 – source booklet

7 May 2024

Zone A afternoon | Zone B afternoon | Zone C afternoon

1 hour

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#### 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) — Reputation: military prowess; chivalry; “Richard the Lionheart”.

**Source A**                      Ralph V Turner and Richard R Heiser, historians specializing in 12<sup>th</sup> century England, writing in the academic book *The Reign of Richard Lionheart. Ruler of the Angevin Empire, 1189–99* (2000).

The historians, who were Richard I’s contemporaries, thought that liberation of the Christian holy places from the Muslims was the highest priority, indeed the highest goal of the chivalric lord. Thus, medieval chroniclers saw the Third Crusade as the central event in Richard I’s life, and they painted their portraits of him accordingly. Other writers also depicted the crusading monarch as a hero similar to the heroes of chivalric romances, celebrating him as a perfect knight and model king because of his courtesy and military prowess. Admiration of the Lionheart led some churchmen to tolerate behaviour for which they would not have forgiven his father or his brother ... Not all the writers in Richard I’s day were clerics learned in Latin; contemporary poetry composed for aristocratic audiences reflects the violent warrior culture embedded in the tradition of chivalry.

**Source B**                      Mary McAuliffe, an historian writing in the academic book *Clash of Crowns. William the Conqueror, Richard Lionheart and Eleanor of Aquitaine. A Story of Bloodshed, Betrayal and Revenge* (2012).

Richard I loved nothing better than a good fight. By the time he was sixteen, he was an experienced and violent warrior ... Fierce and single-minded when focused on warfare, he soon mastered fighting skills and moved on to gain the skills of a commander. He absorbed the larger lessons of siegecraft and assault, fortress-building and defence, to such remarkable effect that scarcely a castle could hold out against him. The list of fortifications overcome by Richard I, generally in record time, constituted one of the marvels of the age.

Far narrower in his interests than his father [Henry II], whose talents lay in governance as well as war, Richard I seems to have been bored by administration and had little interest in the realm of ideas ... Under Eleanor’s teaching, however, he became a very model of chivalry.

**Source C** Gerald of Wales, a medieval historian, writing in the work *The Topography of Ireland* (1188).

... he [Richard I] speedily reduced to obedience a country ungovernable, and ruled it with so much prudence that not only did he bring its wildest parts to a state of tranquillity unknown before, but also brought many territories back to royal control. Richard I brought order to a disorderly people, established law where all was lawless and beat down opposing obstacles. ... He was fierce in military encounters and was only happy when he marked his steps with blood. As the protector of the rights of peace and justice, Richard I was led to execute laws with furious rigour against evil-doers. This ought to have earned for him due praise from those who were right-minded; but those affected accused him of cruelty. It appears, however, that this criticism was without sufficient grounds. As the demands for such severity soon decreased, Richard reassumed his natural gentleness and clemency, and his rigid administration gradually became more moderate ... In short, among the several virtues for which he is distinguished, there are three which are outstanding: his brilliant courage; his generosity so worthy of a prince; and his resolute firmness both of mind and word.

**Source D** An image depicting Richard I (on horseback) and crusader forces praying before going into battle, by the 19<sup>th</sup> century illustrator Gustave Dore.



**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) — Context and Motives: Political and economic motives for exploration and conquest.

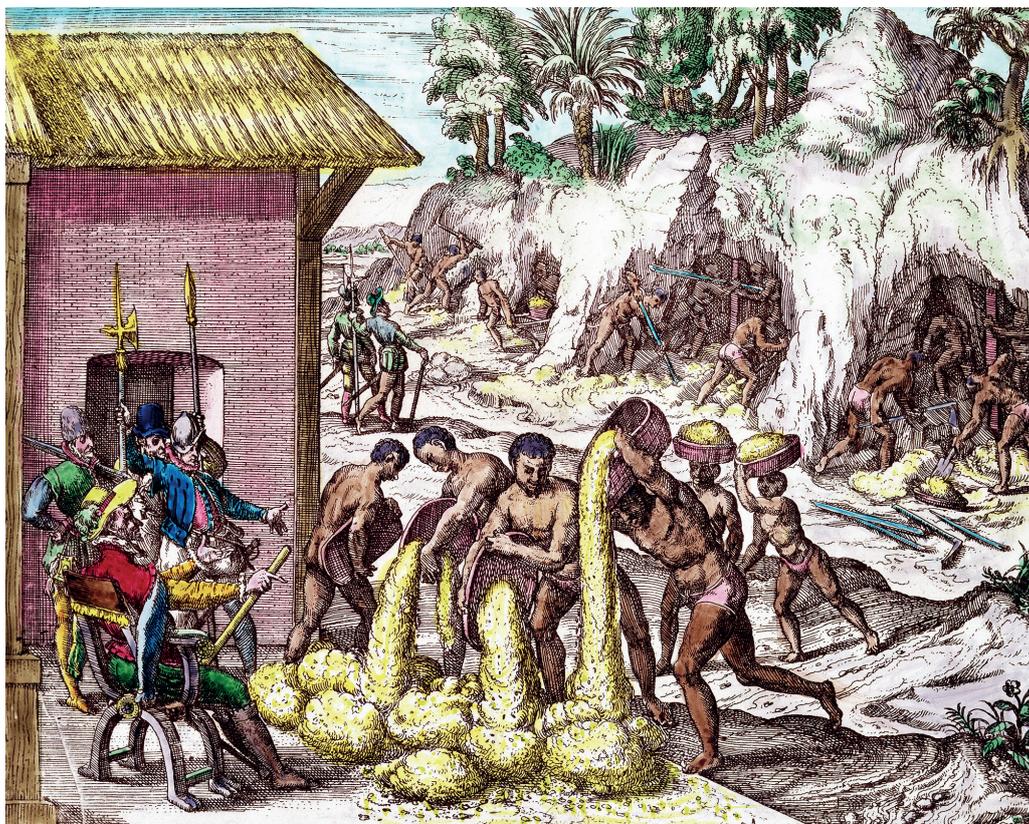
### Source E

The fifteenth century saw the European expansion process begin. One of the major questions in world history is why did European nations expand so quickly and aggressively? A likely answer is that because Europe was in more poverty than Middle Eastern and Asian states, Europeans were forced to seek out other, newer sources of wealth. A main motivating factor was wanting to directly access luxury goods, cutting out the eastern trading networks that traditionally profited from East–West trade routes. European society had high demand for trade with the East because of their desire for luxury goods from South and East Asia. Spices were considered by many to be more valuable than gold, and the demand for Chinese goods such as porcelain was high. When Isabella of Spain supplied Columbus with ships and sailors, she was seeking easier routes to the East, and she was not the only European monarch to do this. (...)

Europeans not only had the desire to access Asian and African goods and wealth, they had the ability to do so through technology advances.

### Source F

An image depicting “Spaniards exploiting indigenous people working in gold mines”, from the engraving titled *History of America*, by artist Theodore de Bry (16<sup>th</sup> century).



**Source G** Hugh Thomas, an historian, in an interview with Paul Lay entitled *Mad Men?*, for the academic publication *History Today* (2011).

What motivated the Conquistadors? Was it simply a matter of greed?

“The pursuit of material wealth is something you can’t push aside”, Thomas replies. “Especially when you are talking about people from very poor parts of Spain. But the Conquistadors had other motives. The desire for some kind of glory, in order to enhance their reputation in the world, played a part. They were Renaissance men and they thought they were doing the right thing so far as the Church was concerned and for the religious salvation of the conquered peoples.

“The Conquistadors were not rebels. Hernan Cortés (1485–1547) was rebellious by nature but he was anxious to keep to the rules that he thought the Spanish crown would like him to maintain. They kept to those rules by giving the crown a percentage of their findings and of their loot. They accepted the crown’s nominations for governors, viceroys and, to some extent, generals. They were not motivated to create a territory of their own. They thought of themselves as loyal subjects of the king of Spain and would do what the crown in Salamanca or Valladolid wanted them to do. In many ways the Conquistadors were the products of the centralisation that began with Ferdinand and Isabella.”

**Source H** E Dussel, a professor specializing in Latin American studies, writing in the academic article *The Real Motives for the Conquest* (1990).

The fundamental motive for the Conquest was the fulfilment of an ideal of Christendom which was by now no longer feudal or medieval but, rather, influenced by the Renaissance, the first phase of the modern age. Nevertheless, the motives had not yet separated out. Political, economic and religious motives were interconnected.

The motive of political domination justified the destruction of the military defences of the indigenous civilization. The conquest was first and foremost a war of occupation, continued by colonization.

Planting the cross on an island, on a beach, in a village, in the square of Aztec Mexico or Inca Cuzco, was an act of taking possession; it proclaimed the sovereignty of the Spanish state personified by the King ...

From the beginning of the sixteenth century, the Crown had begun to see that the encomenderos [holders of encomienda] and Spanish elites in the Indies were reducing the power of the King in these territories. With the support of the Crown, the churchmen criticized the claims of the encomenderos to domination and possession of slaves.

**End of prescribed subject 2**

**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) — Responses: International response to German and Italian aggression (1940).

**Source I** Winston Churchill, Prime Minister of Great Britain, in a letter to Franklin D Roosevelt, President of the United States of America, marked secret and personal (7<sup>th</sup> December 1940).

Dear Mr. President

It seems to me that the vast majority of the American people are convinced that the safety of the United States as well as the future of our two democracies are dependent upon the survival and independence of the British Commonwealth. The control of the Pacific by the United States Navy and of the Atlantic by the British Navy is essential to the security of our trade routes and the best way of preventing the war spreading to the shores of the United States. The urgent need is to limit the loss of shipping on the Atlantic routes to our islands. This may be achieved by increasing the naval forces which deal with enemy attacks. The gift, loan or supply of a large number of American warships, above all destroyers already in the Atlantic, is vital to the maintenance of the Atlantic route. The United States Navy also needs to ensure that protection is given to the new bases that the United States is establishing in British islands in the Western Hemisphere.

**Source J** David Low, political cartoonist in the London Evening Standard, 18<sup>th</sup> June 1940, depicting a British soldier responding to Germany's invasion of Western Europe. For the purposes of this publication, the caption in Source J has been restored to its original publication; however, in the exam the caption was removed.



**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) — Nature and characteristics of discrimination: Division and “classification”.

**Source M**

Removed for copyright reasons

**Source N**

Abe Berry, an anti-apartheid campaigner, in a cartoon for a South African newspaper (1966). The notice reads “This section of the park is for the use of whites only”. The man on the bench is looking with suspicion over the top of his newspaper.



**Source O** Statement by the National Party of South Africa, on its “Colour Policy” on 29<sup>th</sup> March 1948, two months before a General Election.

There are two lines of thought in South Africa regarding the policy affecting the non-European community. On the one hand there is the policy of equality, which promotes equal rights.

On the other hand there is the policy of separation (apartheid) which has grown from the experience of the established European population of the country.

The aim of apartheid is the maintenance and protection of the European population as a pure White race, and the maintenance and protection of the native racial groups as separate communities, within their own areas.

Either we must follow the course of equality, which must eventually mean national suicide for the White race, or we must take the course of apartheid, through which the character and the future of every race will be protected. This will allow for full opportunities for development and self-maintenance of their own ideas, without the interests of one clashing with the interests of the other, and without one regarding the development of the other as a threat.

The party believes that a definite policy of apartheid between the White races and the non-White racial groups is the only basis on which the character and future of each race can be protected.

**Source P** Robert Sobukwe, first president of the Pan Africanist Congress, speaking at the inauguration of the Congress (April 1959).

Africans form the majority of the population. They are ruthlessly exploited and are subjected to humiliation, degradation and insult. It is our belief that democracy can be established in South Africa only when White supremacy has been destroyed.

Against multi-racialism we have this objection, that the history of South Africa has encouraged prejudices and hostility and if we must maintain this multi-racialism, we shall be bringing these very hostilities to the new Africa. Multi-racialism reflects European prejudice and arrogance. It is a method of protecting White interests.

The term “multi-racialism” implies that there are basic differences between the groups and that the best idea is to keep them permanently separated, in a kind of democratic apartheid. That to us is racialism multiplied. We aim at government of the Africans, by the Africans, for the Africans. Only those who owe loyalty to Africa and who are prepared to accept the democratic rule of the majority can be regarded as African.

We guarantee no minority rights. We aim at the full development of the human personality and a ruthless abolition of all forms of the racial myth.

We stand for an Africanist Socialist Democracy. Here is a tree rooted in African soil. Come and sit under its shade and become, with us, the leaves of the same branch and the branches of the same tree.

**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 2: Kosovo (1989–2002) — Impact: International Criminal Tribunal for the Former Yugoslavia (ICTY).

**Source Q** Carla Del Ponte, Prosecutor of the International Criminal Tribunal for the Former Yugoslavia (ICTY), in a press release, commenting on Milosevic’s transfer to The Hague (29 Jun 2001).

The arrival of Slobodan Milosevic in the detention unit of this Tribunal marks an important day for international criminal justice. He is here, and I am satisfied about that...

Slobodan Milosevic will now face trial on the charges brought against him for his actions. That is a very positive development...

As you know, I have been very active in recent months pressing for the arrest and transfer of all indicted persons. Today I wish to acknowledge the diplomatic support my Office has received from the international community. I am most grateful for the contribution made by the United States and, in particular, by Secretary of State Colin Powell, Chancellor Schroeder of Germany and President Chirac of France.

The surrender and transfer of Slobodan Milosevic marks the real beginning of co-operation by Yugoslavia, and I would like specifically to thank Serbian Prime Minister Djindjic and the Government of Serbia for the key role they played...

I am also confident that the transfer of Slobodan Milosevic will now lend renewed energy to the task of arresting those fugitives who are still at liberty... All our accused must be brought to trial.

**Source R** A cartoon titled “Carla Del Ponte, battling for Balkan justice” in the British journal *The Economist* (January 11 2001). Carla Del Ponte is shown nailing up a poster depicting Slobodan Milosevic as a ‘Wanted’ man. Milosevic is shown wearing a butcher’s apron splashed with blood.



**Source S**                    Scott Grosscup, writing in the academic article “The Trial of Slobodan Milosevic: The Demise of Head of State Immunity and the Specter of Victor’s Justice” for the *Denver Journal of International Law & Policy* (2004).

The conflict in Yugoslavia has laid new foundations for how the international community deals with a nation’s internal conflicts. This includes the first trial of a sitting head of state for violations of human rights law.

The ICTY was established to help restore peace in the region by serving internationally recognized views of justice... However, the ICTY was only able to exist and prosecute Milosevic because of NATO’s bombardment and occupation of areas of the former Yugoslavia, because a regime change took place, and because of the willingness of the Serbian leadership to turn Milosevic over to the ICTY...

In April 2001, almost two years after his indictment by the ICTY, Serbian police arrested Milosevic. Upon the arrest and confinement of Milosevic in a Serbian prison, President George W. Bush released \$50 million in aid to the Serbian republic... Then, the United States promised an additional \$1.28 billion in aid on condition that Milosevic was surrendered to the ICTY. Serbian President Kostunica remained reluctant to turn over Milosevic to the ICTY. But in June 2001, Serbian Prime Minister Zoran Djindjic, a political rival, ordered Serbian police to take Milosevic to an American airbase in Bosnia. From there, he was flown to The Hague...

Overall, the inability of the ICTY to function without international assistance was a major weakness of the court and it was difficult for the court to avoid appearances of victor’s justice.

**Source T**                    Vladimir Petrović, an historian, writing in the academic article *Slobodan Milošević in the Hague: Failed Success of a Historical Trial* (2015).

Milošević [Milosevic] will forever remain the first head of state charged by an international court for the crimes committed during his time in office. The Chief Prosecutor of the ICTY issued an indictment against him on May 26, 1999, while he was still in office, waging war against NATO and his own citizens of Albanian ethnicity... Once the hostilities ended, due to the indictment, Milošević remained an outcast in the international community, without the possibility of repairing his reputation. In order for him to appear at the ICTY, it was necessary for him to fall from power first. His electoral defeat and the popular uprising in Serbia in October 2000 opened up such a possibility. Then, after a prolonged political crisis in the country, he was arrested, and eventually transferred to The Hague on June 28, 2001. The very fact that Milošević was put on trial represents a breakthrough in the implementation of international criminal law.

**End of prescribed subject 5**

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**References:**

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- Source C:** Gerald of Wales, 1905. *The historical works, containing: The topography of Ireland and The history of the conquest of Ireland; The itinerary through Wales, and The description of Wales*. London: George Bell and Sons, pp. 159–160. Source adapted. Public domain.
- Source D:** Album, n.d. *Richard I of England, known as Richard the Lionheart (1157-1199). King of England (1189–1199). Crusader forces praying before going into battle. Gustave Dore engraving*. [image online] Available at: <https://www.alamy.com/richard-i-of-england-known-as-richard-the-lionheart-1157-1199-king-of-england-1189-1199-crusader-forces-praying-before-going-into-battle-gustave-dore-engraving-image209607475.html> [Accessed 8 February 2023]. Source adapted.
- Source F:** Theodore de Bry, n.d. History of America. [https://commons.wikimedia.org/wiki/File:Th%C3%A9odore\\_de\\_Bry\\_-\\_Esclaves\\_noirs\\_r%C3%A9coltant\\_l'or\\_pour\\_les\\_colons\\_espagnols\\_%C3%A0\\_Saint-Domingue\\_\(gravure\\_du\\_XVIe\\_si%C3%A8cle\).jpg](https://commons.wikimedia.org/wiki/File:Th%C3%A9odore_de_Bry_-_Esclaves_noirs_r%C3%A9coltant_l'or_pour_les_colons_espagnols_%C3%A0_Saint-Domingue_(gravure_du_XVIe_si%C3%A8cle).jpg). Public domain.
- Source G:** Adapted from text by Paul Lay, published in *History Today* Volume 61 Issue 3 March 2011 Available at: <https://www.historytoday.com/archive/conquistadors-mad-men>. Source adapted.
- Source H:** Dussel, E., 1990. “The Real Motives for the Conquest”. *Concilium*, 6. Source adapted.
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- Source N:** Berry, A., 1966. [Cartoon].
- Source O:** Adapted from *Report of the United Nations Commission on the Racial Situation in the Union of South Africa*, by United Nations General Assembly, © 1953 United Nations. Reprinted with the permission of the United Nations. <https://digitallibrary.un.org/record/664706?v=pdf> [Accessed 15 August 2022].
- Source P:** Robert Sobukwe Inaugural Speech, April 1959 from South African History Online, [www.sahistory.org.za](http://www.sahistory.org.za). Source adapted.
- Source Q:** Statement of the Prosecutor, Carla Del Ponte, on the transfer of Slobodan Milosevic to The Hague. The International Criminal Tribunal for the former Yugoslavia (ICTY), © 2001 United Nations. Reprinted with the permission of the United Nations. <https://reliefweb.int/report/serbia/statement-prosecutor-carla-del-ponte-transfer-slobodan-milosevic-hague> [Accessed 20 October 2022].
- Source R:** Schrank, *The Economist*.
- Source S:** Grosscup, S., 2004. The Trial of Slobodan Milosevic: The Demise of Head of State Immunity and the Specter of Victor’s Justice. *Denver Journal of International Law & Policy* 32(2) [e-journal] Available at: <https://digitalcommons.du.edu/djilp/vol32/iss2/7/> [Accessed 20 October 2022]. Source adapted.
- Source T:** Petrović, V., 2016. *Remembrance, History, and Justice*. Published by CEU Press. Available at: <https://ceupress.com/sites/ceupress.ceu.edu/files/9789633860939.pdf>. Source adapted.