



Diploma Programme
Programme du diplôme
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History

Higher level and standard level

Paper 1 – source booklet

Wednesday 3 November 2021 (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 1: Genghis Khan (c1200–1227) — Leadership: Importance of Genghis Khan's leadership to Mongol success.

Source A Paul Lococo Jr, an historian specializing in Chinese military history, writing in the academic book *Genghis Khan: History's Greatest Empire Builder* (2008).

As we have seen already, alliances on the steppes were almost always fragile, as leaders wanted to gain benefits for themselves and their clans, as well as protection from other Mongol alliances. Over the years, Chinggis [Genghis Khan] demonstrated military and political skill, and he also acquired a reputation as a fair judge. His image was greatly enhanced through the use of shamans [spiritual leaders] who spread tales of omens favourable to Chinggis. The tribes often conducted successful raids, and Chinggis changed the way in which the rewards of the raids were divided. Traditionally, the various tribe and clan leaders divided the goods they had taken. Chinggis required that all plunder be placed in a common pile, and he then distributed it between the leaders, who in turn rewarded their followers. In this way, Chinggis not only created a better means of dividing the rewards of war, but he also emphasized his own supreme leadership. All rewards were granted by Chinggis, thus reinforcing his role as leader and his direct connection with the common Mongol soldier.

Source B George Lane, a professor of the history of the Middle East and Central Asia, writing in the academic book *Genghis Khan and Mongol Rule* (2004).

As head of the tribe, the chief was concerned mainly with the allocation of pastures, the planning of migration times and routes, and decisive leadership. The shaman and the other nobles, effectively a tribal council, both confirmed and provided limits to the chief's authority. The tribe operated on two administrative levels. At the higher level was the tribal chief, who had direct control over the tribal nobles. At the lower level, these individual nobles controlled their own followers. It was sometimes in the tribe's interest to form alliances or to seek the protection of a stronger tribe ...

As a chief, Chinggis Khan built his power base and his tribal empire through battle, and with each victory he added more men to his army and more people to his following. However, those independent-minded tribal chiefs remained with him not from fear but from choice. Chinggis Khan offered his followers rewards and plenty of plunder. The tribes responded to his call and surrendered their independence because they believed that they would gain and prosper in his service. If he had not delivered, his support would have soon dissolved. Both his authority and the tribes' continued support depended on his victories and political and military success. The charisma of the leader was crucial.

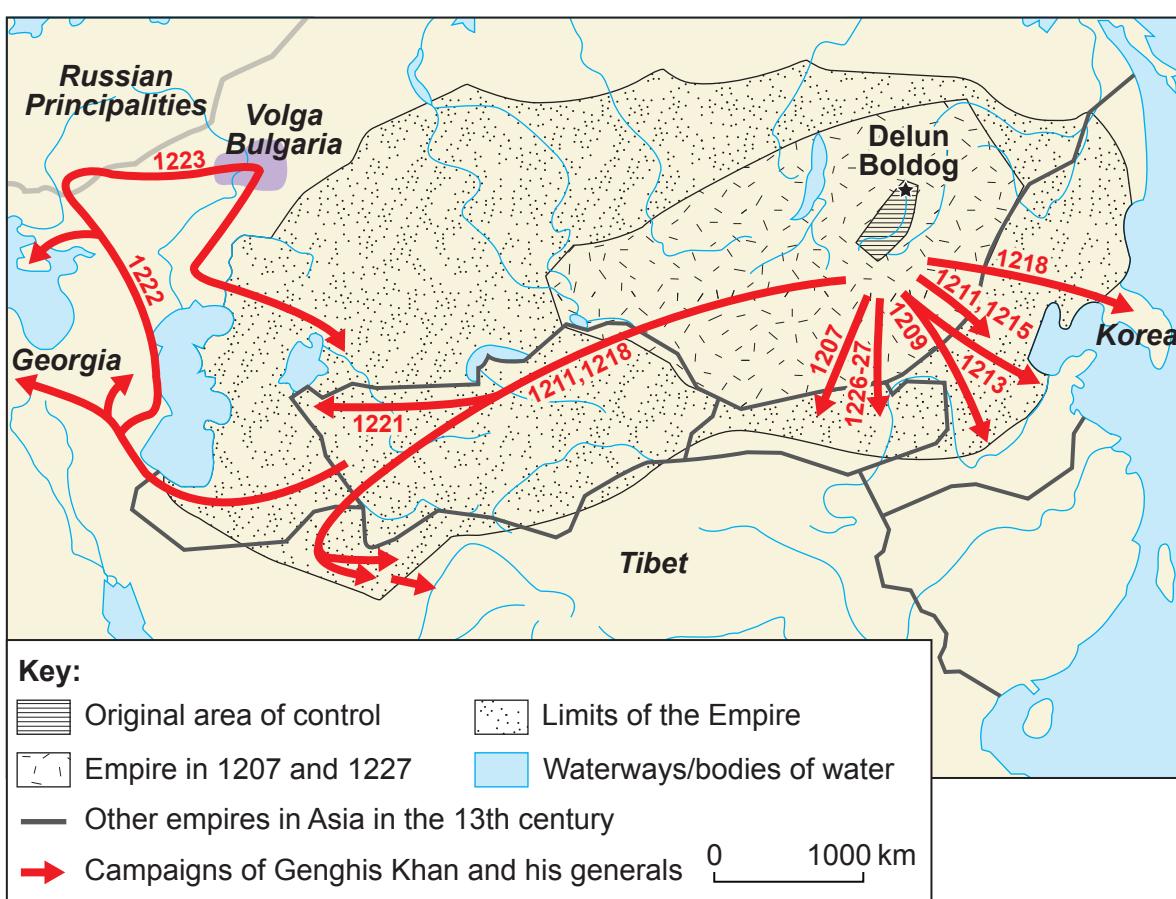
Source C

Marco Polo, an Italian merchant and explorer, recounting his travels to Asia between 1271–1295 in the 13th-century work *The Description of the World*.

In the year 1187, the Mongols made a king called Chinggis Khan. He was a man of great bravery, great intelligence, and great ability. This Chinggis Khan held the lordship nobly and well. Such a multitude of Mongols came to him; and when Chinggis Khan saw that he had so many people, he equipped them with bows and armor and went conquering through those other lands. They conquered eight provinces but did them no harm, nor did he strip them of their things. But he took them with him to conquer other peoples. In this way, he conquered this great multitude of peoples, as you have heard. When these peoples saw this lord's good lordship and great nobility, they went with him quite willingly. When Chinggis Khan had amassed such a great multitude of people, he said that he wanted to conquer a great part of the world.

Source D

A map depicting the military campaigns of Genghis Khan.



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) — Key events and actors: Key actors: Diego de Almagro, Malinche, Atahualpa, Moctezuma II; Bartolomé de las Casas; Juan Gines Sepúlveda.

Note: In Source E, the word “Indians” is used to reflect the place and time of the original source. This term is used with reference to the indigenous populations.

Source E Pedro Cieza de León, a Spanish conquistador writing in his chronicle *The Discovery and Conquest of Peru. Chronicles of the New World Encounter* (c1553).

The Indians made great complaints when they heard that Atahualpa was imprisoned. They did not dare to rise up in arms against the Christians because [Atahualpa] had ordered that they should not do it. When the news spread that he was imprisoned, it caused great wonder. Many rejoiced; others wept, sighing from the sorrow they felt. They were astonished at how easily 160 men were able to do it. Chalchuchima was the captain who showed the most resentment. He complained about his gods because they had allowed such a thing. He delegated the guarding of Huascar to the appropriate captains and went to the Jauja valley to calm uprisings. When the news of Atahualpa’s capture reached Cuzco, many people rejoiced. They took such an event for a miracle. They believed that their god sent his children from heaven to liberate Huascar and to restore him on the throne.

Source F Theodor de Bry, an engraver, depicts the ransom of gold paid to the Spaniards for the rescue of Atahualpa in a detail from *America. Part VI* (1596).



[Source: © Luisa Vallon Fumi | Dreamstime.com.]

Source G

David P Werlich, a professor of Latin American history, writing in the academic book *Peru: A Short History* (1978).

On 16 November 1532, Atahualpa accepted an invitation to dine with Francisco Pizarro. Entering the central plaza with a force of 5000 lightly armed men, Atahualpa was boldly attacked and captured by Pizarro and a team of 20 attackers. While the monarch remained in the hands of the Europeans, the emperor's followers offered little resistance. Atahualpa proposed to buy his freedom with enough gold and silver to fill two rooms. The Spaniards accepted. When the emperor complied with his part of the bargain, however, his captors faced a dilemma. Once free, Atahualpa probably would have commanded his armies to destroy the invaders. Yet, if he remained a prisoner, it seemed likely that his people would attempt a rescue of their god-king. In July 1533, after receiving dubious information that a large Inca force was preparing to attack Cajamarca, the Spaniards accused Atahualpa of treacherously ordering the assault and executed him. While still a prisoner, Atahualpa had ordered the execution of his half-brother Huascar and other claimants to the Inca throne so that they could not profit from the monarch's distress. At the same time, Atahualpa's Ecuadorian armies continued to ravage many towns that had supported Huascar. The Spaniards exploited this internal conflict. Posing as champions of the vanquished Cuzco faction, they installed the first of a series of puppet emperors and received the support of many districts.

Source H

Hanns J Prem, an historian specializing in pre-Columbian studies, writing in the academic book *The Ancient Americas. A Brief History and Guide to Research* (1997).

The war between the two Inca brothers had just ended when Francisco Pizarro landed in 1532 with 180 Spaniards. Pizarro and Atahualpa met in Cajamarca, where the Spaniard took the Inca ruler captive in a surprise attack. In order to avoid Huascar's accession to rule, Atahualpa had his half-brother killed while he was on the way to Cajamarca as a captive. Despite a famous final effort by the empire to fill a room up to the ceiling with gold as ransom, Atahualpa did not gain his freedom, but was sentenced to death in a trial based on false accusations. In order to use the authority of an Inca for his own ends, Pizarro crowned Manco Inca as the new ruler. The Spaniards held Manco Inca in Cuzco under humiliating conditions. Finally, he escaped, started a rebellion, laid siege to Cuzco from April 1536 to August 1537, and established an independent state that posed a constant threat to Spanish towns and roads.

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) — Events: German expansion (1938–1939); Pact of Steel, Nazi–Soviet Pact and the outbreak of war.

Source I Adolf Hitler, Führer of Germany, writing in a letter to Benito Mussolini, II Duce of Italy (25 August 1939).

The relationship of Germany to Poland, as a result of the policies of England, has become more unsatisfactory since spring and in the last few weeks the position has become simply unbearable. The reports about the persecution of the Germans in the border areas are not invented press reports but represent only a fraction of the terrible truth. The current policy of Poland has brought about a complete standstill in Danzig's entire economic life for the past several weeks and would, if it were continued, destroy the city.

The readiness on the part of the Soviet government to negotiate with Germany has made it possible for me to send my Foreign Minister to Moscow for the conclusion of a treaty which is the most extensive non-aggression pact in existence and whose text will be made public.

Source J Bernard Partridge, a political cartoonist, depicts Hitler and Joseph Stalin [Soviet Leader] after the signing of the Nazi–Soviet Pact in the cartoon “Doubtful Friends” for the British magazine *Punch* (27 September 1939). The wording on the map says “Poland”.



DOUBTFUL FRIENDS

Source K

Keith Eubank, a professor of history, writing in the academic book *The Origins of World War II* (2004).

[German Foreign Minister] Ribbentrop wanted to come to Moscow immediately but [Soviet Foreign Minister] Molotov insisted that the visit to complete the pact should come a week later. Hitler had to resort to a personal message to Stalin in order to extract an invitation for Ribbentrop to come to Moscow sooner. Ribbentrop met Molotov and Stalin in the Kremlin. They rapidly agreed on a non-aggression pact. If one partner went to war, the other promised to remain neutral.

A secret agreement dividing Poland convinced Stalin. Hitler could now be certain that Stalin would not interfere with his plans in the east when he attacked Poland and then turned his attention to Britain and France. Stalin not only had peace but a promise of spheres of influence that Britain and France had denied him ...

In a letter to Hitler, [British Prime Minister] Chamberlain vowed that, despite the Nazi–Soviet Pact, Britain would not step down from its obligations to Poland. Chamberlain pointed out to Hitler that war between Britain and Germany would be a disaster and that there was nothing between Poland and Germany that could not be settled peacefully. Chamberlain recommended a truce on both sides ...

Hitler telephoned Mussolini to tell him that an attack on Poland was imminent and that he needed the help that Mussolini had promised in the Pact of Steel. Mussolini had to admit that Italy could not go to war unless it received urgently needed supplies ...

[Source: *The origins of World War II*. Keith Eubank. Copyright © 1969, 1990, 2004 Harlan Davidson, Inc. All rights reserved. Reproduced with permission of the Licensor through PLSclear.]

Source L

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End of prescribed subject 3

Turn over

Prescribed subject 4: Rights and protest

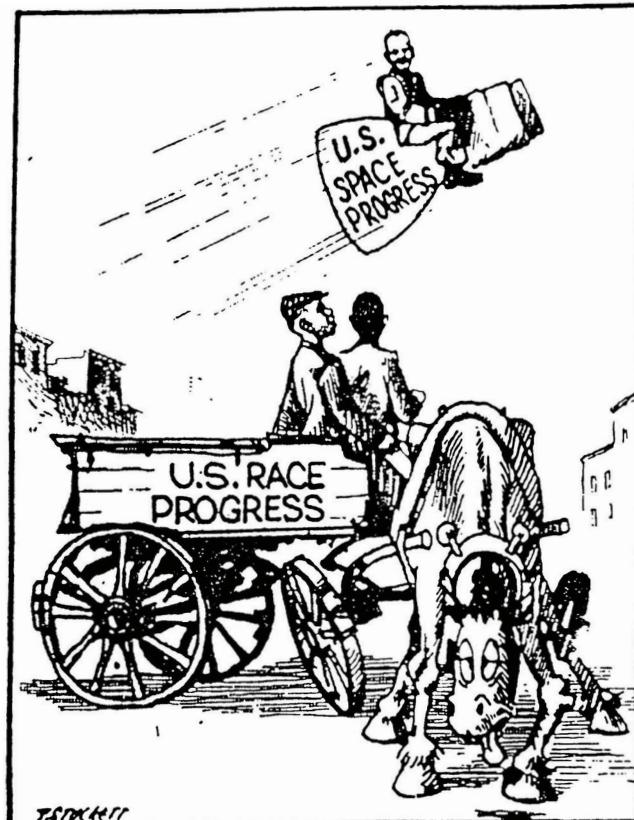
Read sources M to P and answer questions 13 to 16. The sources and questions relate to case study 1: Civil rights movement in the United States (1954–1965) — Protests and action: Legislative changes: Civil Rights Act (1964); Voting Rights Act (1965).

Note: In Source M, the word “Negro” is used to reflect the place and time of the original source. Today, in many countries, the word is no longer in common usage.

Source M Lyndon B Johnson, President of the United States (US), making a speech to the US Congress on voting rights (15 March 1965).

In Selma, Alabama, long-suffering men and women peacefully protested against the denial of their rights as Americans. Many were brutally assaulted. One good man, a man of God [a religious leader], was killed ... Every American citizen must have an equal right to vote ... Yet the harsh fact is that in many places in this country men and women are kept from voting simply because they are Negroes ... The Constitution says that no person shall be kept from voting because of his race or his color. We have all sworn an oath before God to support and to defend that Constitution. We must now act in obedience to that oath ... I will send to Congress a law designed to eliminate illegal barriers to the right to vote ... This proposed Act will remove restrictions to voting in all elections—Federal, State and local—which have been used to deny Negroes the right to vote ... It is wrong—deadly wrong—to deny any of your fellow Americans the right to vote in this country.

Source N Thomas Stockett, a cartoonist, depicts US space and race policies in the cartoon “No Comment”, in the American newspaper *The Baltimore Afro-American* (20 May 1961). The wording on the spacecraft is “U.S. space progress” and on the cart “U.S. race progress”.



Source O

Removed for copyright reasons

Source P

An online article entitled “Voting Rights Act of 1965” on the website of the US television channel History (9 November 2009).

The Civil Rights Act of 1964, which banned discrimination on the basis of race, color, religion, sex or national origin, is considered one of the greatest legislative achievements of the civil rights movement ... [However] voting rights activists in the South were subjected to various forms of violence. One such event occurred on March 7, 1965, when peaceful participants in a Selma to Montgomery march for voting rights were met by Alabama state troopers who attacked them ... Some protesters were severely beaten and bloodied ... In the wake of the shocking incident, President Johnson called for comprehensive voting rights legislation ...

Blacks attempting to vote were often told by election officials that they possessed insufficient literacy skills or that they had filled out an application incorrectly ...

Johnson signed the Voting Rights Act on August 6, 1965 ... The act banned the use of literacy tests, and provided for federal oversight [supervision] of voter registration in areas where less than 50 percent of the non-white population had registered to vote.

Although the Voting Rights Act passed, state enforcement of the law was weak, and it often was ignored outright, mainly in the South and in areas where the proportion of blacks in the population was high ...

Still, the Voting Rights Act gave African-American voters the legal means to challenge voting restrictions and vastly improved voter participation.

End of prescribed subject 4

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) — Course and interventions: Actions of the Rwandan Patriotic Front (RPF) and Rwandan government.

Source Q Scott Straus, a professor of political science, interviewing a former supporter of Hutu extremists who had also confessed to killing civilians, in the collection of accounts *Intimate Enemy. Images and Voices of the Rwandan Genocide* (2006).

[President] Habyarimana was the parent of Rwanda. Habyarimana did nothing bad to Tutsis ... No person in Rwanda thought "I am Hutu. You are Tutsi." Habyarimana prevented all that. We intermarried. All that was disturbed by the Rwandan Patriotic Front (RPF) war ...

We, the peasants, believed that the person who had killed the president was an enemy ... they were Tutsis, so we believed the solution was to kill the Tutsi... We said we were defending ourselves against the enemy... All the things that happened in Rwanda were caused by the war between the RPF and the Rwandan government, and the people who are dead and the things that were destroyed, it was the RPF and the government in place that must answer for that.

Source R Photograph of Rwandan government soldiers atop a tank fleeing with civilians from advancing RPF forces (17 July 1994).



Source S Linda Melvern, a British journalist, writing in the book *Conspiracy to Murder: The Rwandan Genocide* (2004).

The United Nations Assistance Mission for Rwanda (UNAMIR) Commander Dallaire met the Rwandan government, hoping to obtain permission to evacuate refugees in Kigali, [but] the government did not seem to be concerned by the horrendous ethnic killing.

On 23 April, Dallaire travelled to see the RPF leader Kagame ... The RPF was disappointed that the “international community” had not stated its disgust with the violent destruction of the opposition political parties and the total survival of the government and its leaders.

Dallaire and Colonel Bagosora [Hutu extremist leader] then met on 28 April ... Bagosora told Dallaire that the RPF was intending to conquer the whole country. His side had never refused to share power with the RPF. It was all the fault of the RPF for refusing to negotiate with the government ...

The swift military success of the RPF in the country created an atmosphere of fear among the [government’s] army ... Some officers were planning to massacre all the people in Kigali who were sheltering in hotels and churches, the vast majority of them Tutsi ... On 28 April, Oxfam [an international charity] issued a press release stating that the pattern of systematic killing of the Tutsi amounted to genocide ... But another story now dominated the headlines: with thousands of people from eastern Rwanda fleeing the RPF advance, this was the fastest exodus [mass movement] of people the world had seen.

[Source: *Conspiracy to Murder: The Rwandan Genocide*. Linda Melvern. First published by Verso 2004
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Source T André Guichaoua, a professor of sociology, writing in the academic book *From War to Genocide. Criminal Politics in Rwanda, 1990–1994* (2017).

[Even the] Rwandan government’s ... most eager defenders doubted that the war against the RPF could be won ... If defeat at the hands of the RPF could not be avoided, none of [the] Tutsi ... should be left to profit from their victory ... Their primary objective was to exterminate the potential political base for the RPF and its allies ... From 12 April onward, government politicians linked their political futures to a conclusion of the war through genocide and the elimination of Tutsi ... For its part, the RPF’s repeated refusals to negotiate fell in line with the government’s murderous strategy.

When the RPF finally agreed to engage in discussions between 22 April and 14 May 1994, it refused to negotiate with the government’s representative. But there was no longer anything for the two sides to negotiate, the RPF did not want to hear anything more about a ceasefire. This is exactly what Dallaire confirmed in his message to the UN on 24 April, which summarized his conversation with Paul Kagame: “He did not appear interested in a ceasefire. His forces were winning the war and were going to continue fighting as long as they were winning.”

End of prescribed subject 5

References:

- Source A.** Adapted from *Genghis Khan: History's Greatest Empire Builder* by Paul Lococo, Jr, by permission of the University of Nebraska Press. Copyright 2008 by Paul Lococo, Jr. Published by Potomac Books, Inc.
- Source B.** Lane, G., 2004. *Genghis Khan and Mongol Rule*. Indianapolis and Cambridge: Hackett, pp. 5–6. Adapted.
- Source C.** Polo, M., 2016. *The Description of the World*. Translated by S. Kinoshita. Indianapolis and Cambridge: Hackett, p. 52. Adapted.
- Source D.** Bkkbrad, 2019. Map of the Campaigns of Genghis Khan. [image online] Available at: <https://www.ancient.eu/image/11221/map-of-the-campaigns-of-genghis-khan/> Attribution 4.0 International (CC BY 4.0) <http://creativecommons.org/licenses/by/4.0/> [Accessed 11 December 2020]. Adapted.
- Source E.** Pedro de Cieza de Leon, "About how in the morning of the following day the Spaniards went to survey the countryside, and how the news of Atahualpa's capture spread throughout the entire realm," in *The Discovery and Conquest of Peru*, pp. 217. Copyright 1998, Duke University Press. All rights reserved. Republished by permission of the copyright holder, and the Publisher. www.dukeupress.edu.
- Source F.** © Luisa Vallon Fumi | Dreamstime.com.
- Source G.** Werlich, D.P., 1978. *Peru: A Short History*. Carbondale: Southern Illinois University Press, pp. 39–40. Adapted. Copyright © 1978 Southern Illinois University Press.
- Source H.** Prem, H.J., 1997. *The Ancient Americas. A Brief History and Guide to Research*. Translated from German by K. Kurbjuhn. Salt Lake City: University of Utah Press, p. 73. Adapted.
- Source I.** Hitler, A., 1939. Letter from Hitler to Mussolini, August 25, 1939. [online] Available at: https://avalon.law.yale.edu/20th_century/ns057.asp [Accessed 14 December 2020]. Adapted.
- Source J.** Punch Cartoon Library / TopFoto.
- Source K.** *The origins of World War II*. Keith Eubank. Copyright © 1969, 1990, 2004 Harlan Davidson, Inc. All rights reserved. Reproduced with permission of the Licenser through PLSclear.
- Source M.** Johnson, L.B., 1965. 'I speak tonight for the dignity of man and the destiny of democracy', The American Promise – 1965. [online] Available at: <https://www.lbjlibrary.org/object/text/special-message-congress-american-promise-03-15-1965>. Lyndon B. Johnson Library, National Archives and Records Administration. Adapted.
- Source N.** Courtesy of the AFRO American Newspapers Archives.
- Source P.** "Voting Rights Act of 1965" © 2009, A&E Television Networks, LLC, available at <https://www.history.com/topics/black-history/voting-rights-act>. All rights reserved. Used with permission.
- Source Q.** Lyons, R. and Straus, S., 2006. *Intimate enemy. Images and voices of the Rwandan Genocide*. New York: Zone Books, pp. 81–82. Adapted.
- Source R.** Corinne Dufka/Reuters. Rwandan government soldiers atop a tank equipped with a 90mm gun flee in front of advancing RPF forces with civilians, July 17, 1994. [image online] Available at: <https://www.reuters.com/news/picture/the-rwanda-genocide-idUSRTR3JZZT> [Accessed 16 December 2020]. Adapted.
- Source S.** *Conspiracy to Murder: The Rwandan Genocide*. Linda Melvern. First published by Verso 2004 © Linda Melvern 2004 all rights reserved. Reproduced with permission of the Licenser through PLSclear.
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