



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

515

A005



4 pages

2226–3510

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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]

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