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History

Higher level and standard level

Paper 1 – source booklet

3 November 2025

Zone A afternoon | Zone B afternoon | Zone C 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: Motives and objectives; success in achieving those objectives.

Source A Diana Lary, a professor specializing in Chinese history, writing in the academic book *Chinese Migrations: The Movement of People, Goods, and Ideas Over Four Millennia* (2012).

The Mongol Empire was the greatest continental empire the world has ever known. Under the vision of Genghis Khan, a small nomadic group of people from north Asia extended its control through rapid and brutal campaigns over much of Eurasia. At its greatest extent the Mongol Empire stretched as far west as Hungary, and as far east as Korea. Later, China fell under Mongol control, under the rule of Genghis's grandson, Kublai Khan. ...

The Pax Mongolica (Mongol Peace) brought the world's first integrated government and trading system, stretching from China to Hungary and from northern Russia to Tibet. The Mongols set up stations along the trade routes where horses were kept prepared for their soldiers and officials, who had to ride great distances at high speeds. At the same time, they set up what was essentially a postal system.

The Mongols were a continental people, unprepared for sea battles. Their attempts to establish control across the sea to Japan failed.

Source B Richard A. Gabriel, a professor specializing in war studies, writing in the academic book *Genghis Khan's Greatest General: Subotai the Valiant* (2006).

The Mongol army, during the time of Genghis Khan, was the most efficient and effective military machine in the world. Under the guidance of a number of talented political and military leaders, the Mongol army destroyed every major military force they faced, stretching between China and Central Europe. With few exceptions, each time the Mongol army engaged an enemy, it did so with a significant numerical disadvantage. [Yet] the armies of the Mongols were among the most successful in the history of warfare. ...

The structure of the Mongol army is usually attributed to the organizational genius of Genghis Khan himself. After uniting the steppe clans under his military and political leadership in 1206 CE, he formally organized a national army based on the decimal system*. The decimal system of military organization was not Genghis' invention, it was the traditional way that tribal armies had always been organized for war. What was truly revolutionary was Genghis' use of the decimal system to create a truly national army, in which roles in combat were assigned based on competence rather than tribal loyalties. ...

The army was almost entirely composed of cavalry, with forty percent heavy cavalry, and the remaining sixty percent designated light cavalry. There were no infantry units of Mongols but often conquered people, sometimes civilians, were forced into military service for some campaigns.

[Source: Used with permission of University of Oklahoma Press, from *Genghis Khan's Greatest General: Subotai the Valiant*, Gabriel, R. A., Oklahoma ed. 2006; permission conveyed through Copyright Clearance Center, Inc.]

* decimal system: groups of tens

Source C Gregory of Akner, a 13th-century Armenian historian, reporting the Mongol conquest in his work *History of the Nation of Archers*.

As we heard from some of them, this [Mongol] people arose from their land of Turkestan and moved to the east, living there in extreme poverty for a long time as robbers and wild men. They had no religion except for images which they carried with them for witchcraft.

Then suddenly they came to their senses. They called upon the aid of God, creator of Heaven and earth, and swore a great oath to Him to be faithful to His commands.

By the command of God, an angel in the form of an eagle with golden feathers appeared to their chief named Genghis. And the angel told Genghis all the commands that were given by God.

When the angel finished his instruction, he called the chief by the title of *Genghis Khan*. And the angel told him to rule over many lands and districts and to become a great emperor, as in fact happened. What had been said by God to Genghis Khan then took place.

Source D

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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: Francisco Pizarro and the campaign against the Incas; alliances with indigenous populations.

Note: In Source G, 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

Removed for copyright reasons

Source F

AB Green, an artist, depicting the treatment of Atahualpa after his capture by Francisco Pizarro and his army in 1533 (1891).



Source G Steve J. Stern, an historian specializing in Andean history, in the academic article “The Rise and Fall of Indian-White Alliances: A Regional View of ‘Conquest’ History” (1981).

Pizarro distributed *encomiendas* of Indian peoples to the Spanish conquistadores. Such settlers could use their authority to enrich themselves...

The settlers also needed to develop good colonial relationships with the Andean people, as they required local labour and tribute for the most basic necessities, like food, transport, and the construction of churches, roads and bridges. Furthermore, the loyalty of the local people was essential to the Europeans if they were to resist Inca attacks.

Fortunately for the conquistadores, local Andean societies had good reasons to ally themselves with Europeans. The military skill of the Spaniards, masters of horse and sword, impressed the *kurakas**, for example.

Besides having great respect for Spanish military skills, local societies saw positive benefits in an alliance with the Europeans. They could finally break free from the Incas and protect their own interests.

Given these circumstances, the conquistadores got the help they needed.

* *kurakas*: Andean administrative and political authorities

Source H Titu Cusi Yupanqui, the son of Manco Inca, writing an account of the siege of Cuzco (1536). In the account, the author communicates the words of his father, the leader of the Incas.

I never thought that the Spaniards would deceive me or harm me. Now, however, I look back and discover how badly they have treated me and how poorly they have thanked me for all that I have done for them. They have disrespected me a thousand times; they have taken me prisoner and chained my hands and feet like a dog. After they promised me that they would respect our mutual love and friendship, they are now engaged in a plot to capture and kill me. So I ask you to rise up against them. Get ready to send your messengers all over the land, so that in twenty days’ time all Andean people are united. Together, we will finish the Spaniards off without any of them staying alive and we will rid ourselves of this nightmare and will be happy thereafter. ...

You know how in my previous speeches I have always kept you from doing harm to those evil people. Although I gave them everything I had—silver and gold, materials and maize, herds, subjects, women, servants and countless other things—they insulted and maltreated me without reason... They are our main enemy, and we will always be their enemy.

[Source: Used with permission of University Press of Colorado, from *An Inca Account of the Conquest of Peru*, Titu Cusi Yupanqui, translated by Ralph Bauer. 2025; permission conveyed through Copyright Clearance Center, Inc.]

End of prescribed subject 2

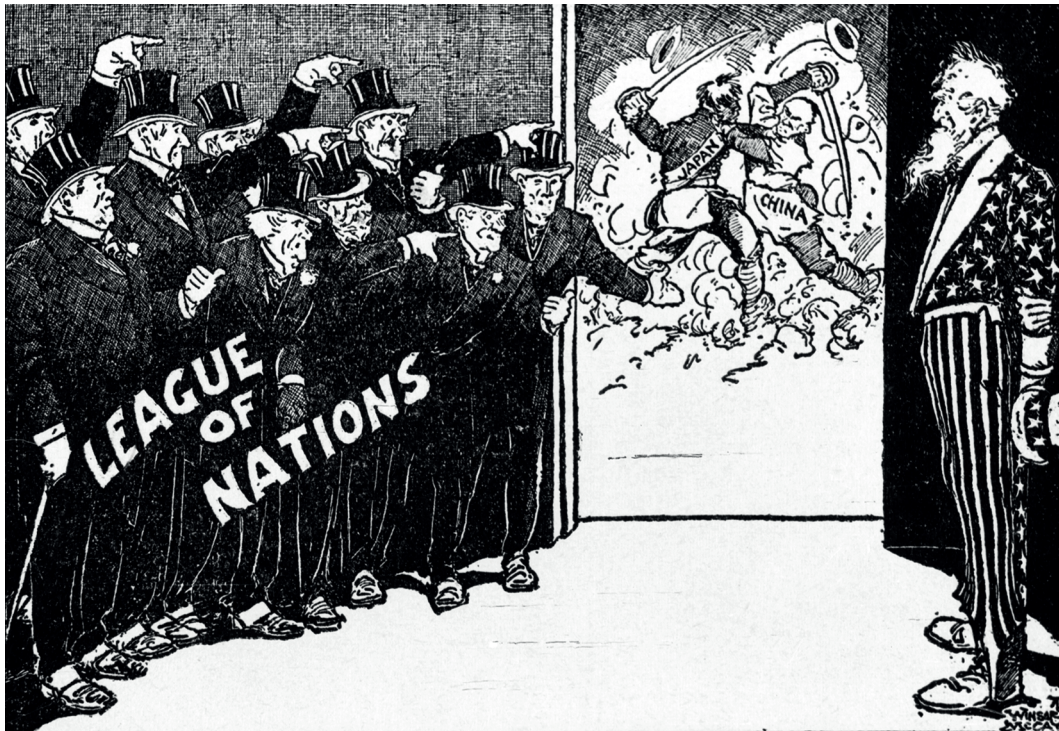
Turn over

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 1: Japanese expansion in East Asia (1931–1941) — Responses: International response, including US initiatives and increasing tensions between the US and Japan.

Source I

Winsor McCay, a cartoonist, in a cartoon titled *Let Sam Do It*, published in January 1931. The labels on the two men in the middle at the back read “China” and “Japan”. The label on the men in suits on the left reads “League of Nations”. The man on the right is Uncle Sam, who represents the United States.



Source J

Irvine H Anderson, an historian, writing in the academic journal article “The 1941 De Facto Embargo on Oil to Japan: A Bureaucratic Reflex” (1975).

American reaction to the discovery that Japan planned to occupy southern Indochina was rapid and firm. After reliable information of Japanese plans reached Washington, President Roosevelt authorized explicit assurances on July 10 1941, that if Japan moved south [towards Indochina] the United States would impose economic sanctions.

But how far these sanctions would go remained unclear. When the subject came under discussion at a Cabinet meeting on July 18, there was consensus for some type of action, including a freeze* on Japanese funds. However, on the issue of oil, Roosevelt spoke only of a reduction in shipments, since “to cut off oil altogether at this time would probably cause an outbreak of war in the Pacific.”

By July 21, the US had provisionally agreed on draft documents to freeze Japanese funds, reduce gasoline shipments, and establish a reduced quota for all other oil products.

[Source: Used with permission of University of California Press, from *The 1941 De Facto Embargo on Oil to Japan: A Bureaucratic Reflex*, *Pacific Historical Review*, American Historical association, Anderson, I.H., volume 44, no. 2, 1975; permission conveyed through Copyright Clearance Center, Inc.]

* freeze: block, stopping of funds

Source K

Removed for copyright reasons

Source L President Franklin D Roosevelt, speaking to the United States Congress on 6 January 1941.

At no previous time has American security been as seriously threatened from outside as it is today. ...

There is a new order of tyranny that seeks to spread over every continent.

The future safety of our country is overwhelmingly involved in events beyond our borders. Our actions and policy should be devoted exclusively to meeting this foreign threat. All our domestic problems are now part of the great emergency.

Our national policy, in response to the impressive expression of the public will, is this:

First, we are committed to all-inclusive national defense.

Second, we are committed to full support of people resisting aggression, expressing our determination that democracy shall prevail, and strengthening the security of our own nation.

Today, it is evident that American citizens everywhere are demanding and supporting rapid and complete action in recognition of such obvious danger. Therefore, the immediate need is a swift increase in our armament production. ...

Let us say to the democracies: "We Americans are vitally concerned in your defense of freedom. We shall send you more ships, planes, tanks, guns. This is our purpose and our pledge."

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) — Nature and characteristics of discrimination: Economic and social discrimination; legacy of the Jim Crow laws; impact on individuals.

Note: In Sources M and P, 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 An open letter published in the newspaper *Atlanta Constitution* by a student organisation called the Atlanta Committee on the Appeal for Human Rights in 1960.

We, the students of the Atlanta University Center, have joined our hearts, minds and bodies in the cause of gaining the rights which are rightfully ours as members of the human race and as citizens of these United States.

We want to state clearly that we cannot tolerate, in a nation professing democracy and among people professing Christianity, the discriminatory conditions under which the Negro is living today in Atlanta, supposedly one of the most progressive cities in the South. ...

While Negroes are 32% of the population of Atlanta, they are forced to live within 16% of the area of the city... Compared with hospital facilities for other people in Atlanta, those for Negroes are unequal and totally inadequate. If a Negro is hungry, he must wait until he comes to a ‘colored’ restaurant, and when he is thirsty, he must wait for a ‘colored’ water fountain... There are also serious inequalities in law enforcement. Too often, Negroes are mistreated by officers of the law.

Source N A police chief standing by signs at a bus terminal in Mississippi, 1961. The signs read “Greyhound Bus Depot” and “White Waiting Room — Intrastate Passengers”.



Source O AJ Badger, a professor of American history, writing in the article *How did the Civil Rights Movement change America?* (2007).

Some historians argue that the economic modernization of the South [after the Second World War] made racial change inevitable. In the North, African Americans increased their political influence. In the South, they had greater economic power, which facilitated the civil rights movement.

But economic modernization did not make racial change inevitable. For a long time, southern businessmen believed they could achieve economic growth but keep segregation. Moreover the South's reaction to the Brown decision confirmed the commitment of white southerners to continuing segregation. Politicians who preached the most extreme defence of segregation were increasingly elected.

Only after the Little Rock crisis of 1957–58 did southern businessmen slowly realise that violent, massive resistance to racial change would damage the economy. For example, they realised that northern businesses would not locate to the South if managers had to confront mob violence, or if schools and facilities had been closed rather than desegregated. What is striking is how late businessmen in the South realised this.

Source P Robert Weisbrot, an historian, writing in the book *Freedom Bound: A History of America's Civil Rights Movement* (1990).

The Southern segregation system was still strong in parts of America in the late 1950s and early 1960s. However, the social atmosphere was unexpectedly positive for civil rights leaders. Growing numbers of religious, civic, labor and intellectual spokesmen addressed the issue of segregation not just as a “Negro problem” but as a challenge to national values. Post-war economic modernization brought economic benefits to blacks, more than doubling their average income in the period from 1940 to 1960. Negro breakthroughs in many fields also supported the argument that segregation was essentially unconstitutional.

In *Brown v Board of Education* (1954), the Supreme Court wrote that “the doctrine of separate but equal has no place” in the nation's public schools. Jim Crow laws, having been legally acceptable for 58 years, were abruptly questioned. By threatening white supremacy so directly, the Brown case intensified southern resistance to civil rights progress. Decisive electoral victories went to those who promised to defend segregation. The Ku Klux Klan, the White Citizens' Council and other organizations of racial hate experienced increased support overnight after the Court decision.

[Source: Adapted from *FREEDOM BOUND: A HISTORY OF AMERICA'S CIVIL RIGHTS MOVEMENT* by Robert Weisbrot. Copyright © 1990 by Robert Weisbrot. Used by permission of W. W. Norton & Company, Inc. <https://www.barnesandnoble.com/w/freedom-bound-robert-weisbrot/1121190076>. This selection may not be reproduced, stored in a retrieval system, or transmitted in any form or by any means without the prior written permission of the publisher.]

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: Response of the international community; the United Nations Assistance Mission for Rwanda (UNAMIR); reasons for inaction; role of France, Belgium and the US.

Source Q An extract from a research guide on Rwanda, produced by the Clinton Digital Library. The Clinton Digital Library is part of the US Presidential Library system.

The role of the United States in responding to the Rwandan genocide focused primarily on humanitarian aid. The massacre of the Tutsi and the subsequent military offensive by the RPF [Rwandan Patriotic Front] created a massive humanitarian and refugee crisis. The Clinton Administration opposed direct military intervention but expressed support for humanitarian assistance and a UN peacekeeping force to protect refugees. In April 1994, the US called for an immediate cease fire and renewed negotiations under the Arusha Accords.

On 25 March 1998, President Clinton spoke at Kigali Airport in Rwanda and met with survivors of the genocide. He expressed regret for not publicly acknowledging the genocide in 1994, and regretted the lack of a strong and immediate international response to end the genocide. The President also promised to work more closely with the international community to prevent and stop future genocides, and announced that the US would contribute \$2 million to the Genocide Survivor’s Fund.

Source R Senior officials of the US Department of Defence writing a secret discussion paper that reflects the internal discussions on the issue of Rwanda (1 May 1994). Proposals are numbered, and suggested amendments to the proposal are in italics.

Short-term policy objectives:

1. to support attempts to achieve a cease fire.
Need to change “attempts” to “political efforts” — without “political”, there is a danger of agreeing to send troops.
2. to resume negotiations under the Arusha Framework.
OK
3. to push the UN to expand humanitarian assistance efforts.
MUST ADD at end of sentence “in neighbouring areas”. This effort should only be expanded throughout Rwanda when security conditions permit.

Issues for discussion:

1. to call for an international investigation of human rights abuses and possible violations of the genocide convention.
Be careful. The Legal Department is worried about the use of the term “genocide”, as it could commit the US government to actually “do something”.
2. to authorize the use of UNAMIR personnel to protect refugee camps in Rwanda.
NO. Present force does not have the manpower or equipment to do so. No support at present for increasing either the size or equipment of the UN peacekeeping force.

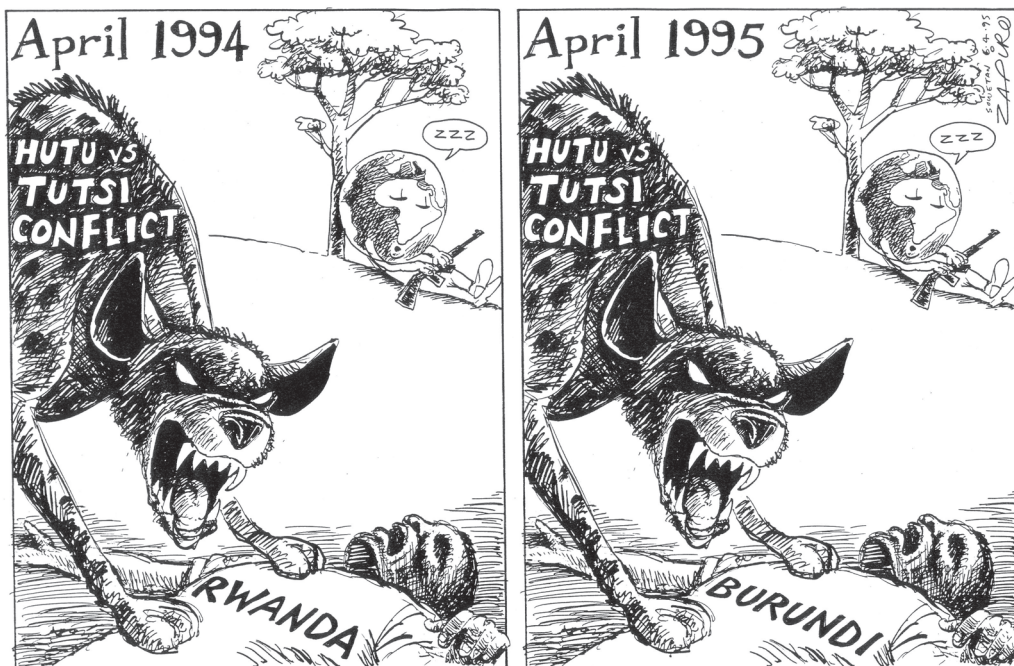
Source S Linda Melvern, an expert in the Rwandan genocide, writing in the book *A People Betrayed: The Role of the West in Rwanda's Genocide* (2000).

The Rwandan genocide should be the defining scandal of the presidency of Bill Clinton. Rwanda had been an issue requiring leadership and responsibility, as Senator Paul Simon had reminded Clinton in his letter of 13 May 1994. But the Clinton administration took the easy option and failed to act for what was morally right; there were no votes to be gained from helping another collapsed African state. Also, Africa was less important since the end of the Cold War.

For three months, the Clinton administration minimized the crisis and tried to block effective intervention by UN forces. Senior officials in the Department of Defence put Rwanda low on the agenda for fear of another Somalia. Government officials were aware of other risks of intervention. The Secretary of State, Warren Christopher, continued to distort the reality as late as 24 July 1994, when he told a television programme that there had been a "tremendous civil war" in Rwanda and that the US had done all it could to support the UN. ...

According to James Woods, Deputy Assistant Secretary of Defence, the fact of genocide was known as early as the second week. Everyone knew the true nature of what was going on; no official in the American administration could claim not to have known.

Source T Jonathan Shapiro, a cartoonist, in a political cartoon for the South African newspaper *The Sowetan* (April 1995). The label on the animal reads "Hutu vs Tutsi Conflict" and the label on the man's shirt reads "Rwanda".



Due to copyright reasons the original source of two cartoons has to be printed; however, students should use only the left-hand side cartoon referring to Rwanda to answer the question(s), do not use the Burundi cartoon.

End of prescribed subject 5

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References:

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- Source C** Gregory of Akner, n.d. *History of the Nation of Archers*. [PDF] Translated from Armenian by Robert Bedrosian, 2003. Available at: <https://ia801308.us.archive.org/9/items/GrigorAknertsisHistoryOfTheNationOfArchersmongols/Aknertsi.pdf> p. 9. [Accessed 25 March 2024]. Source adapted.
- Source F** Greene, A.B., 1891. *The execution of the Inca*. [image online] Available at: <https://www.loc.gov/pictures/item/91789530> [Accessed 27 August 2024].
- Source G** Steve J. Stern, "The Rise and Fall of Indian-White Alliances: A Regional View of 'Conquest' History," in *Hispanic American Historical Review* vol. 61, no. 3, pp. 461–491. Copyright 1981, Duke University Press. All rights reserved. Republished by permission of the copyright holder, and the Publisher. www.dukeupress.edu.
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- Source I** Bettmann. *Let Sam Do It*. A 1931 political cartoon by Winsor McCay [image online] Available at: <https://www.gettyimages.co.uk/detail/news-photo/political-cartoon-refers-to-the-league-of-nations-and-news-photo/515454648> [Accessed 28 August 2024].
- Source J** Used with permission of University of California Press, from The 1941 De Facto Embargo on Oil to Japan: A Bureaucratic Reflex, *Pacific Historical Review*, American Historical association, Anderson, I.H., volume 44, no. 2, 1975; permission conveyed through Copyright Clearance Center, Inc.
- Source L** Franklin D. Roosevelt Annual Message to Congress, January 6, 1941; Records of the United States Senate; SEN 77A-H1; Record Group 46; National Archives. Available at: <https://www.archives.gov/milestone-documents/president-franklin-roosevelts-annual-message-to-congress>. Source adapted.
- Source M** Committee on the Appeal for Human Rights (COAHR). 1960. Paid advertisement published in the newspaper *Atlanta Constitution* [https://en.wikipedia.org/wiki/An_Appeal_for_Human_Rights#/media/File:An_Appeal_for_Human_Rights_\(1960\).jpg](https://en.wikipedia.org/wiki/An_Appeal_for_Human_Rights#/media/File:An_Appeal_for_Human_Rights_(1960).jpg). Public domain. Source adapted.
- Source N** Associated Press/Alamy.
- Source O** Badger, A.J., 2007. How did the Civil Rights movement change America? *Historical Association*. Source adapted.
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- Source Q** William J. Clinton Presidential Library. National Archives and Records Administration [online]. Available at: <https://clinton.presidentiallibraries.us/rwanda>. [Accessed 30 August 2024]. Source adapted.
- Source R** *Discussion Paper — Rwanda*. [PDF] The National Security Archive. Available at: <https://nsarchive2.gwu.edu/NSAEBB/NSAEBB53/rw050194.pdf> [Accessed 30 August 2024]. Source adapted.
- Source S** © Linda Melvern, 2000, *A People Betrayed: The Role of the West in Rwanda's Genocide*, Zed Books, an imprint of Bloomsbury Publishing Plc.
- Source T** Zapiro, 1995. *World Sleeps During Burundi Conflict as They Did with Rwanda* [image online]. Available at: <https://www.zapiro.com/950406so> [Accessed 30 August 2024]. Previously published in *The Sowetan*.