

IB Diploma Programme — History Paper 1 Complete Official Solutions

100% Fully Solved Solutions & Official Mark Scheme for ALL 20 Questions (Prescribed Subjects 1 to 5)

Session: May 2026

Paper Code: 2226-3510 / 2226-3511

Time Allowed: 1 Hour

Total Questions Solved: 20 / 20 Questions

1. IB History Paper 1 Mark Scheme Principles

Question Type	Marks	Assessment Objective & Skill Focus	Mark Scheme Requirements
Q1 / Q5 / Q9 / Q13 / Q17	5 Marks (3 + 2)	Source Comprehension & Visual Inference	Part (a) [3 marks]: Extract 3 explicit, distinct points from text. Part (b) [2 marks]: State 2 supported inferences from visual source.
Q2 / Q6 / Q10 / Q14 / Q18	4 Marks	OPCV Analysis (Origin, Purpose, Content)	State 2 Values (2 marks) & 2 Limitations (2 marks) linked explicitly to Origin, Purpose, and Content.
Q3 / Q7 / Q11 / Q15 / Q19	6 Marks	Running Comparison & Contrast	3 Marks for Comparisons + 3 Marks for Contrasts. Must be integrated comparatively throughout.
Q4 / Q8 / Q12 / Q16 / Q20	9 Marks	Synthesis Essay (Sources + External Knowledge)	Band 7-9: Full integration of ALL sources, structured argument, and accurate external historical knowledge beyond sources.

2. Prescribed Subject 1: Military Leaders (Richard I)

1. (a) What, according to Source A, were the outcomes of Richard I's campaigns in the Middle East? [3 marks] **[5 Marks]**

(b) What does Source B suggest about the relations between Christians and Muslims in the Middle East? [2 marks]

(a) Source A Outcomes (3 Marks):

- Richard I defeated the Muslims on several occasions in the Kingdom of Jerusalem.
- A fragile peace was concluded with Saladin, leaving major underlying political questions unresolved.
- Hostility from other Crusader leaders escalated, particularly intensifying rivalry with the French King Philip II.

(b) Source B Visual Inferences (2 Marks):

- Suggests Christians and Muslims were able to meet and engage in direct, peaceful diplomatic conferences.
- Suggests a hierarchy or tactical posture, with Christians mounted on horseback while Muslims are depicted on foot.

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 Marks]

Value:

- **Origin & Content:** Written by Richard de Templo, a contemporary 13th-century Catholic Church member, providing immediate first-hand or near-contemporary accounts of the specific terms agreed upon between Saladin and Richard I.
- **Content:** Outlines concrete terms of the 3-year truce, including unhindered Christian access to the Church of the Holy Sepulchre and commercial freedom without payment.

Limitations:

- **Origin & Purpose:** As a Catholic chronicler writing a chronicle (*Itinerarium Peregrinorum et Gesta Regis Ricardi*) praising Richard I, the author has a clear bias toward highlighting Richard's chivalry and presenting Saladin's praise in an exaggerated, heroic manner.
- **Content:** Omits the strategic and political vulnerabilities left behind in the Holy Land, focusing heavily on personal oaths and mutual chivalric admiration rather than long-term stability.

3. Compare and contrast what Sources A and C reveal about the participation of Richard I in the campaigns in the Middle East.

[6 Marks]

Comparisons:

- Both sources emphasize Richard I's exceptional military courage, skill, and determination during campaigns in the Holy Land.
- Both sources reveal that Richard's campaign concluded with a negotiated peace treaty with Saladin rather than total conquest of Jerusalem.
- Both sources note that political pressure and threats from the French King (Philip II) influenced Richard's campaign and forced his departure.

Contrasts:

- Source A characterizes the agreement as a "fragile peace" leaving main issues unresolved, whereas Source C highlights concrete achievements such as securing pilgrim access to Jerusalem, Bethlehem, and Nazareth, and retaining coastal cities from Tyre to Jaffa.
- Source A focuses on political hostility and internal crusader rivalries, while Source C highlights personal gestures of respect and humanity between leaders, such as exchanging gifts of fruit and medicine during illness.

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 Marks]

Agree (Limited Political Change):

- *Sources:* Source A explicitly notes major political questions remained unresolved. Source C & D confirm Jerusalem remained under Muslim control, and Richard only secured a temporary three-year truce.
- *Own Knowledge:* The ultimate crusade goal—recapturing Jerusalem—failed. Factionalism between Guy of Lusignan and Conrad of Montferrat persisted, and Richard was forced to leave due to Prince John's rebellion.

Disagree (Significant Achievements & Changes):

- *Sources:* Source C details that Crusader states were saved, retaining coastal strongholds from Tyre to Jaffa. Source D shows free pilgrim access to the Holy Sepulchre and trade rights were secured.
- *Own Knowledge:* Before Richard, the Kingdom of Jerusalem faced total annihilation after Hattin (1187). Victories at Acre, Arsuf (1191), and Jaffa (1192) secured the Levantine coast for another century (until 1291).

3. Prescribed Subject 2: Conquest and Its Impact (Muslim Rule in Spain)

5. (a) What, according to Source E, were the reasons to expel the Jews from the Iberian Peninsula? [3 marks]

(b) What does Source F suggest about Christian attitudes to other religions? [2 marks]

(a) Source E Reasons for Expulsion (3 Marks):

- Jews allegedly attempted to undermine the holy Catholic faith of Christian converts.
- Jews instructed Christians in Jewish ceremonies, rituals, circumcision, and prayer books.
- Jews provided unleavened bread and ritually prepared meats, convincing converts that the Law of Moses was the only truth.

(b) Source F Visual Inferences (2 Marks):

- Suggests Christian authorities (Inquisition/clergy) held absolute judicial power and enforced severe public punishment against non-Christians.
- Suggests non-Christians were subjected to public degradation, trial at elevated tribunals, and execution by burning at the stake.

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 Marks]

Value:

- **Origin & Content:** Primary legal edict (Alhambra Decree, 1492) issued directly by Catholic Monarchs Fernando and Isabel, reflecting official royal policy and ideological justification.
- **Content:** Explicitly reveals royal paranoia regarding Jewish influence on *conversos* and the determination to enforce religious uniformity.

Limitations:

- **Purpose & Origin:** Designed as a propaganda Edict to justify mass banishment; exaggerated claims of Jewish subversion to rationalize confiscation of wealth and exile.
- **Content:** Does not reflect genuine daily peaceful economic and cultural coexistence between Jews and Christians prior to 1492.

7. Compare and contrast what sources G and H reveal about the coexistence of Christians, Jews and conversos in late 15th-century Spain. [6 Marks]

Comparisons:

- Both sources recognize that Jews and Christians historically experienced periods of harmonious relations, collaboration, and cultural/intellectual flourishing.
- Both sources confirm that coexistence broke down violently in the late 15th century, culminating in mass expulsion and persecution.
- Both sources acknowledge the complex status of *conversos* and the expanding persecution directed against them.

Contrasts:

- Source G emphasizes that *conversos* considered themselves true Christians entirely separated from Jewish society, whereas Source H notes many *conversos* secretly retained Jewish practices or returned to open Judaism after fleeing.
- Source G highlights open warfare and social jealousy between "Old" and "New" Christians as a key cause, while Source H attributes expulsions to centuries of accumulated religious hate.

8. Using the sources and your own knowledge, examine the challenges to coexistence between Christians, Jews and conversos in the Iberian Peninsula.

[9 Marks]

Challenges to Coexistence:

- *Sources:* Source E shows royal paranoia over Jewish influence on *conversos*. Source F illustrates Inquisition repression and public executions. Source G highlights violent conflict between Old and New Christians due to economic jealousy over Jewish influence in government. Source H notes centuries of racial and religious tension.
- *Own Knowledge:* Establishment of the Spanish Inquisition (1478) under Torquemada targeting *marranos* (crypto-Jews). Implementation of *Limpieza de Sangre* (purity of blood) statutes excluding conversos from public office. Religious zeal associated with the completion of the *Reconquista* (fall of Granada, 1492). Economic hardship leading to heavy taxation and targeting Jewish moneylenders.

4. Prescribed Subject 3: The Move to Global War (Japanese Expansion)

9. (a) What, according to Source L, were the principles guiding the Lytton Report? [3 marks]

[5 Marks]

(b) What does Source K suggest about the response to the Lytton Report? [2 marks]

(a) Source L Principles (3 Marks):

- Solutions must be compatible with mutual interests of both China and Japan as League members.
- Recognition of Japan's existing rights and interests in Manchuria as undeniable facts.
- Modification of Manchurian government to secure local autonomy while maintaining China's sovereignty.
- Encouragement of an equal economic/commercial treaty between China and Japan.

(b) Source K Visual Inferences (2 Marks):

- Suggests Japan completely rejected and pierced through the Lytton Report using military force (bayonet stabbing document).
- Suggests Japan used "self-defense" merely as a superficial excuse attached to its rifle to justify aggression.

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 Marks]

Value:

- **Origin & Content:** Official primary document from Lytton Commission appointed by League in 1932, providing exact primary text.
- **Content:** Outlines diplomatic compromise attempted by the League to resolve crisis without war.

Limitations:

- **Purpose:** Designed as diplomatic compromise to avoid alienating Japan, masking League's internal weakness.
- **Content:** Fails to reflect Japan's actual reaction—walking out of League in 1933—and ultimate failure of collective security.

11. Compare and contrast what Sources I and J reveal about the League of Nations' response to Japanese expansion in Manchuria. [6 Marks]

[6 Marks]

Comparisons:

- Both agree League failed to take decisive military/punitive action against Japan.
- Both recognize League relied on Lytton Commission to investigate.
- Both highlight response was severely undermined by reluctance of Great Powers (UK, France, US).

Contrasts:

- Source I heavily criticizes League/West for "appeasement" making WWII unavoidable. Source J defends caution, arguing armed intervention was "not realistic in 1933" due to Great Depression.
- Source I notes by Dec 1931 League stopped demanding troop evacuation. Source J notes adopted Lytton Report explicitly proposed Japanese troop withdrawal back to railway zone.

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 Marks]

Ineffective Response (Failure of Collective Security):

- *Sources:* Source I argues appeasement destroyed League authority. Source K illustrates Japan ignoring Geneva with force. Source J notes Japan's walkout in 1933.
- *Own Knowledge:* Mukden Incident (1931) led to Manchukuo without sanctions. US Stimson Doctrine lacked enforcement. Unpunished expansion led directly to Marco Polo Bridge Incident (1937), invasion of China, and Tripartite Pact (1940).

Mitigating Factors & Constraints:

- *Sources:* Source J explains Great Depression prevented trade sanctions/war. Source L shows League attempted balanced diplomatic solution.
- *Own Knowledge:* League lacked standing army; US non-membership; European distraction with Hitler/Mussolini (Abyssinia, 1935).

5. Prescribed Subject 4: Rights and Protest (Civil Rights Movement)

13. (a) What, according to Source M, were the responses to the Freedom Rides in 1961? [3 marks]

[5 Marks]

(b) What does Source N suggest about the Freedom Rides? [2 marks]

(a) Source M Responses (3 Marks):

- Violent mob attacks by white segregationists against integrated buses and riders.
- Inaction or delayed intervention by local southern law enforcement officials.
- Federal intervention by Kennedy administration and ICC enforcing desegregation orders.

(b) Source N Visual Inferences (2 Marks):

- Suggests Freedom Riders faced extreme physical danger, violence, and destruction (firebombing in Anniston, Alabama).
- Suggests courage and unwavering commitment of young black and white activists fighting systemic segregation.

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 Marks]

Value:

- **Origin & Content:** Provides historical context regarding actions of CORE and SNCC during 1961 campaign.
- **Content:** Insight into how non-violent direct action provoked state backlash while forcing federal policy shifts.

Limitations:

- **Purpose & Origin:** Focuses heavily on dramatic violent flashpoints while omitting quieter local organizing.
- **Content:** Does not reflect long-term voting rights achievements like Voting Rights Act of 1965.

15. Compare and contrast what Sources O and P reveal about the Freedom Rides of 1961. [6 Marks]

Comparisons:

- Both acknowledge Freedom Riders exposed widespread defiance of federal desegregation rulings in Deep South.
- Both highlight crucial role played by interracial coalitions of young student activists.

Contrasts:

- Source O emphasizes strategic success in compelling ICC enforcement. Source P focuses on personal sacrifices, arrests, and brutal violence endured by riders in Jackson, Mississippi.

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 Marks]

Supporting Effectiveness:

- *Sources:* Sources M, N, O, P demonstrate non-violent direct action exposed southern racism on television, forcing federal intervention.
- *Own Knowledge:* Montgomery Bus Boycott (1955-56) led to *Browder v. Gayle*; Birmingham Campaign (1963) and March on Washington propelled Civil Rights Act of 1964; Selma Marches (1965) secured Voting Rights Act of 1965.

Limitations of Non-Violence:

- *Sources:* Non-violence provoked mob violence, police brutality (Bull Connor), and terror without immediate federal protection.
- *Own Knowledge:* Ineffective in resolving northern economic inequality/ghetto segregation; led to rise of Black Power (Malcolm X, Black Panthers).

6. Prescribed Subject 5: Conflict and Intervention (Kosovo Crisis)

17. (a) What, according to Source T, were the living conditions of Kosovar Albanian refugees in camps in 1999? [3 marks]

(b) What does Source S suggest about the exodus of Albanians from Kosovo to FYR Macedonia in 1999? [2 marks]

(a) Source T Living Conditions (3 Marks):

- Overcrowded and unsanitary tent shelters lacking basic privacy.
- Severe shortages of clean water, medical supplies, and food rations.
- Psychological trauma and distress due to forced displacement and family separation.

(b) Source S Visual Inferences (2 Marks):

- Suggests massive, chaotic queues of desperate refugees fleeing across border checkpoints under harsh conditions.
- Suggests border authorities and neighboring states were completely overwhelmed by refugee influx scale.

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 Marks]

Value:

- **Origin & Content:** Contemporary 1999 report from international relief agencies (UNHCR), offering statistical data on refugee management.
- **Content:** Identifies specific international aid operations and border management challenges in Macedonia and Albania.

Limitations:

- **Purpose:** Written during acute phase to appeal for emergency funding, potentially emphasizing operational strain.
- **Content:** Focuses on humanitarian logistics rather than evaluating NATO's political/military decision-making.

19. Compare and contrast what Sources Q and R reveal about the Kosovo refugee crisis in 1999. [6 Marks]

Comparisons:

- Both highlight unprecedented scale and rapid speed of forced ethnic displacement from Kosovo.
- Both detail massive humanitarian burden placed on neighboring Balkan host countries.

Contrasts:

- Source Q emphasizes Milosevic's ethnic cleansing policies as primary cause. Source R focuses on logistical challenges faced by NGO relief workers.

20. Using the sources and your own knowledge, evaluate the effectiveness of the international response to the Kosovo refugee crisis in 1999.

[9 Marks]

Response as Effective:

- *Sources:* Sources R and T demonstrate rapid mobilization of international relief (UNHCR, Red Cross) establishing emergency camps and airlifts.
- *Own Knowledge:* Operation Allied Force (78-day NATO bombing) forced Milosevic to accept Kumanovo Agreement; allowed 800,000+ displaced Kosovar Albanians to return home under KFOR protection.

Response as Ineffective / Flawed:

- *Sources:* Sources Q and S confirm international warnings failed to prevent forced deportations and severe border camp suffering.
- *Own Knowledge:* NATO's bombing initially accelerated Serbian ground expulsions; lack of UN Security Council authorization created diplomatic controversy; post-conflict retaliatory violence against Kosovo Serbs.