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History

Higher level and standard level

Paper 1 – source booklet

5 May 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 — Impact: Political impact: overthrowing of existing ruling systems.

Source A George Lane, a professor specializing in Middle Eastern and Asian history, writing in the academic book *Daily Life in the Mongol Empire* (2006).

The Mongol Empire, covering parts of Eurasia, officially came into being in the spring of 1206. To make this happen, Genghis Khan united the tribes and crushed any opposition by force and very ruthlessly. The tribes united behind Genghis Khan for one reason only, they believed that unity under him would bring them power and wealth. As long as Genghis Khan delivered these rewards, the tribes would remain loyal.

Once united, the Mongol-led forces spread out quickly in all directions. In 1207 they struck out from the steppe and defeated the Tangut kingdom of Xixia (northwest China). Then they turned eastward, and after crossing the burning sands of the Gobi they hit hard at the Jin people of northern China. The prize they were seeking was the fabulous wealth of the Jin capital of Zhongdu (Beijing). In 1215 they finally broke down the walls of Zhongdu, reduced the city to total ruin and carried out a “glorious slaughter”. The carnage helped to build the horrifying reputation of the Mongols.

Genghis Khan now turned his attention westward, towards the lands of Islam. Genghis Khan admired greatly the Sultan Mohammed, ruler of Khwarezmia, Central Asia, Afghanistan and Iran, and rather than risk confrontation he attempted to form an alliance with the Sultan.

[Source: Used with permission of ABC-CLIO, LLC from *Daily Life in the Mongol Empire*, George Lane, 2006; permission conveyed through Copyright Clearance Center, Inc. Source adapted.]

Source B

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Source C A Christian monk writing in a report titled *Tartar Relation* after visiting the Mongol court (13th century).

Whenever the Mongols plan to attack a kingdom, the army with the order to attack marches quickly, at the same time taking great care of their wagons and horses. They take with them entire families, including wives, sons, and maids, with their tents, and all their belongings, such as flocks of sheep, to sustain them. They carry a wide range of weapons, including javelins, bows and arrows. As the Mongols begin to close in on their enemies, they send out their fastest fighters to strike unexpected terror and to kill, and to prevent any army from moving swiftly against them. However, if they do not find any obstacles, they continue advancing, with all their families following.

If the Mongols catch their enemies unaware, they swiftly surround them and attack them ferociously with showers of javelins. Any attempt to escape is useless.

Source D An illustration from the 14th century depicting Genghis Khan on his throne, receiving tributes from tribal chiefs.



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 1: The final stages of Muslim rule in Spain — Context and motives: Motives: religious motives and the role of the church.

Source E Henry Kamen, a specialist in Spanish history, writing in the academic book *Spain, 1469–1714: A Society in Conflict* (2014).

Immediately after consolidating their authority, the monarchs (Isabella and Ferdinand) turned their attention to Granada. In 1481 Ferdinand declared that his aim was “to expel from all Spain the enemies of the Catholic faith”. He also said he would “dedicate Spain to the service of God”. Therefore, they committed all their resources to the struggle. Ferdinand even claimed that “we have not been moved to this war by any desire to enlarge our kingdom, nor by greed for greater revenues”.

The campaign was not just a continuation of medieval reconquest: Christian ideology was now more aggressive, Christian warfare more destructive. It was a total effort of one civilisation to defeat another. The Pope (Innocent VIII) granted funds for the war and gave Ferdinand a huge silver cross that was carried before the troops. Many of the soldiers wore crusader crosses on their uniforms, and the monarchs prayed for divine aid at the shrine of St James at Compostela. Even though these religious elements were used in official propaganda, there is no doubt that religious motives were crucial to the Crown.

[Source: Extract from *Spain, 1469–1714 : A society of conflict* by Henry Kamen
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Source F

Vicente Barneto y Vázquez, a Spanish artist, depicting a historical scene in a painting titled *The Capitulation of Granada* (1902). The Muslim leader is seen handing the keys to the city to Ferdinand.



(Prescribed subject 2 continues on page 7)

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(Prescribed subject 2 continued)

Source G John Edwards, a senior researcher in Spanish at the University of Oxford, writing in the academic book *Crusading in the Fifteenth Century: Message and Impact* (2004).

While Ferdinand and Isabella struggled through the earlier years of the Granada war, the Pope faced a serious financial crisis. He insisted on his papal rights, demanding from Spain funds to organise campaigns against the Ottomans and troops to serve in Italy.

These demands led Isabella and Ferdinand to write the following statement to the Pope, declaring their aims in the Granada war, and their understanding of what crusading meant:

“We have not undertaken this war to increase our kingdoms and lordships, or to obtain greater rents than we already have, or to gather treasures. If we wanted to expand our lordship and increase our rents, we could do so. But the desire we have for the service of God, and devotion for his holy Catholic faith, makes us put aside all these interests and forget the costs and continual dangers which we face. We are able not only to hold on to our own treasures but even to gain many others from the Moors (Muslims) themselves, who would very willingly give them to us in return for peace. Yet we refuse those which they offer us, and spend our own, only hoping that the holy Catholic faith may be increased, and that Christendom may be rid of the danger that these infidels pose if they are not thrown out of Spain.”

[Source: John Edwards. ‘Reconquista and Crusade in Fifteenth-Century Spain’ in *Crusading in the Fifteenth Century*; © Palgrave Macmillan Ltd 2004; Reproduced with permission of the Licensor through PLSclear.]

Source H Max von Habsburg, an historian, writing in the textbook *Spain in the Age of Discovery, 1469–1598* (2015).

There were different motives and reasons for embarking on the Granada campaign. Given the relatively recent fall of Constantinople in 1453, and the increasing Ottoman power in the Mediterranean, Ferdinand and Isabella wished to prevent a strong alliance between the Ottoman Muslims, the corsair (pirate) Muslims and Granada’s Muslims (moors). After all, Ferdinand was already king of Sicily and was preparing to expand to Naples.

Traditionally, popes granted the status of crusade to wars against Muslims. As well as justifying the use of the *cruzada* (crusade) tax, it had the advantage of securing spiritual benefits for those who participated. While nobles in particular might have been motivated by these religious reasons alone, there were also obvious financial opportunities from conquering Granada. This was because Granada managed part of the Saharan trade in gold, which was controlled by North African Muslims. The wealth resulting from the silk trade was even greater.

For Ferdinand and Isabella, there were also tremendous opportunities for distributing political favour. By the end of the reconquest, over 50% of lands in Granada had been shared amongst the nobility.

[Source: Max von Habsburg, *Spain in the Age of Discovery, 1469–1598 A/AS Level History for AQA Student Book*, © Cambridge University Press 2015. Reproduced with permission of the Licensor through PLSclear.]

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 2: German and Italian expansion (1933–1940) — Events: German expansion (1938–1939); Nazi–Soviet Pact and the outbreak of war.

Source I

Removed for copyright reasons

Source J

Kimon Evan Marengo, a British/Egyptian cartoonist, depicting Hitler and Stalin in a political poster titled *The Progress of Russian and German Cooperation* (1939).



[Source: © IWM (Art.IWM PST 3159). Source adapted.]

Source K An editorial in *The Guardian*, a British newspaper, commenting on the signing of the Nazi–Soviet Pact (2 September 1939).

On the night of Monday, 21 August, it was announced in Berlin that a pact of non-aggression would shortly be signed between Germany and Russia. Herr Hitler and his advisers believed that the announcement of the Pact would cause Britain and France to abandon Poland to her fate.

However, on 22 August, the day after the Pact was announced, Mr. Chamberlain sent a letter to Herr Hitler assuring him that Britain would stand by Poland no matter what the Pact contained. He also added his belief that the dispute between Poland and Germany could be settled by peaceful negotiation and suggested a truce for that purpose.

On the next day, 23 August, Herr Hitler replied that while he was anxious to win the friendship of Britain, he could not recognise Britain’s right to interfere in matters relating to the German ‘sphere of interest’ in Eastern Europe.

On the morning of 24 August the Pact between Russia and Germany was signed and a German attack on Poland seemed probable at any moment.

[Source: Copyright Guardian News & Media Ltd 2025. www.theguardian.com.]

Source L Jane Caplan, a professor, writing in the book *Nazi Germany: A Very Short Introduction* (2019).

The Munich Agreement was abandoned in March 1939, when Hitler invaded what was left of Czechoslovakia. Hitler’s actions led Britain and France to issue a guarantee to Poland, where Germany was trying to gain more territory.

Months of diplomatic activity followed, in an atmosphere full of miscalculation and distrust. France, Britain, Poland and the Soviet Union were urgently seeking security wherever it might be found. However, Germany’s case was different, as Hitler’s strategy was to create the most ideal conditions for war.

As he planned the attack on Poland, Hitler had to accept simultaneous conflict in the west would now be inevitable. However, on 23 August, Nazi Germany and Soviet Russia signed an astonishing non-aggression Pact that would secure the eastern front after Poland’s defeat and allow the German troops to turn safely westward. This Pact was accompanied by a secret agreement detailing the Nazi and Soviet ‘spheres of interest’ in Poland and the Baltic states.

Buying time and benefits for both parties, the Pact was the introduction to invasion.

[Source: Jane Caplan. *Nazi Germany: A Very Short Introduction*; © Jane Caplan 2019. Reproduced with permission of the Licensor through PLSclear.]

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) — Protests and action: Non-violent protests: bus boycotts; defiance campaign, Freedom Charter.

Source M

Removed for copyright reasons

Source N

An image taken by an anonymous photographer for the Agence France-Presse (AFP) during the defiance campaign (1952). The picture shows protesters on their way to Cape Town. The sign on the train reads “EUROPEANS ONLY” and “SLEGS BLANKES”, meaning “Whites only” in Afrikaans.



Source O

Removed for copyright reasons

Source P

Ruth First, an anti-apartheid journalist and campaigner, writing in the article “The Bus Boycott” for the publication *Africa South* (1957).

The streets were strangely quiet. First the green buses of the largest transport organization for Africans in the country travelled empty along the route and later they were withdrawn altogether. For up to six hours every day, thousands of walkers filled the pavements. The year 1957 will be remembered as the Year of the Great Bus Boycott and the cry “Azikhwelwa” (“We Shall not Ride”) would link to the cry “Asinamali” (We Have no Money).

From the week the bus company, the Public Utility Transport Corporation (PUTCO), increased its fares by twenty-five per cent, the people refused to board the buses. The beginnings were in Alexandra, nine miles out of Johannesburg; but in the following days, townships countrywide joined the boycotts spontaneously. Soon 60,000 people were walking up to 20 miles a day to work and home again. Everywhere, the people’s refusal to ride the buses was a reaction to the fare increases.

Despite this, the Minister of Transport said that the Government would not be intimidated and that employers should help to end the boycott by refusing to pay workers for any time not worked and for any reduction of productivity due to tiredness. He also warned people not to give lifts to boycotters.

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) — Causes of the conflict: the creation of the Hutu power movement and the Interahamwe; role of the media.

Source Q Samuel Tanner, a researcher and professor, writing in the academic paper “Towards a pattern in mass violence participation? An analysis of Rwandan perpetrators’ accounts from the 1994 genocide” for the journal *Global Crime* (2011).

The responsibility of the Hutu extremists in the successful organization and implementation of the genocide can be analyzed through a series of actions. First, we can consider the organization of extremely well-trained militias, better known as the Interahamwe, to expand the armed forces, but also to establish the lists of people to be assassinated. Another action was the broadcasting of a racist propaganda describing the Tutsi as cockroaches that must be eliminated. The media was a key tool in promoting the killings. Finally, after President Habyarimana was assassinated, the extremists took control of the state structure apparatus. They began to kill their political opponents, replacing them with supporters of the ‘Hutu Power’, and by the end of April 1994 the massacres of Tutsi civilians were organized wherever Hutu Power was in control in the country.

Therefore, given that officials planned and organized the training of militias, that extremists used the media to spread hate against the Tutsis, and that they systematically assassinated political opponents and began widespread massacres of Tutsi civilians, some authors will describe the violence as state-driven, intentional and systematic.

Source R Luke Fletcher, a researcher and professor, writing in the academic paper “Turning Interahamwe: individual and community choices in the Rwandan genocide” for the *Journal of Genocide Research* (2007).

The participation of the ordinary population in the larger massacres of Tutsi civilians was key to the success of the genocide. In most of the massacres it was not soldiers who did most of the killing, but civilians and militia who would very often have been from the local community. When witnesses talk about Interahamwe, are they talking about a well-trained and equipped professional militia or simply local villagers who joined in? Evidence suggests that membership of the Interahamwe included large numbers of ordinary villagers who had come down from the hills to take part in the massacres.

What were the factors that influenced people to join in when the large massacres started? The crucial factor must have been the presence of the actual Interahamwe. The terrifying violence they exercised in many communities would have convinced many Hutus that it was safer to join the forces of genocide than resist them. The encouragements on the radio to kill the Tutsi would have only contributed to normalize what was already happening.

Rwanda was a place of chaos once the genocide started. Systems of authority broke down. Local leaders showed their power through violent bands of young men. To overemphasize the role of the state authorities in the genocide is to miss this point.

Source S

Pascal Guyot, a photojournalist, showing French soldiers driving past a group of Hutu militiamen in northwest Rwanda (June 1994).



Source T

Removed for copyright reasons

End of prescribed subject 5

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- Source C:** Painter, G. D. (1965) The tartar relation in *The Vinland map and the Tartar relation*. Source adapted.
- Source D:** Rashīd-al-Dīn Hamadani, 1247–1318. *Compendium of Chronicles (Jami' al-tawarikh)*. *GENGIS KHAN (1162–1227). Emperor founder of the first Mongol Empire in 1206*. Source adapted.
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