

## History

### Higher level and standard level

### Paper 1 – source booklet

Friday 10 November 2017 (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 — Campaigns: Mongol military technology, organization, strategy and tactics.

**Source A** Morris Rossabi, a professor of Chinese and Central Asian history, writing in a general history book, *The Mongols: A Very Short Introduction* (2012).

A fragile economy in a demanding environment and a Chinese dynasty's denial of trade for vital products are a few of the general conditions that gave rise to the Mongol eruption [expansion] from their homeland, but the specific motivations for the Mongol assault on the rest of the world are in doubt. Their military superiority is often used as an explanation for their emergence. The toughness of steppe life, according to some scholars, compelled the Mongols to be aggressive, and their aggressiveness spilled over [developed] into attacks on neighbouring states. Other scholars assert that the Mongols' hunger for booty [riches] inevitably caused them to raid and assault the settled civilizations. Their military advantages and circumstances certainly enabled them to succeed spectacularly in the 13th century, but they do not explain the motives for the Mongol migrations into other lands. They tell us how the Mongols conquered much of Asia, but not why.

[Source: Republished with permission of Oxford University Press,  
From *The Mongols: A Very Short Introduction*, Morris Rossabi, 2012;  
permission conveyed through Copyright Clearance Center, Inc.]

**Source B** Peter Jackson, a professor of medieval history, writing in an academic book, *The Mongols and the West, 1221–1410* (2005).

The cohesiveness of the Mongol military stood in sharp contrast with the disunity of their enemies, which Genghis Khan and his successors took care to exploit. The political fragmentation of early 13th-century Rus' under the prolific Riurikid dynasty is well known. But division also characterized the two most formidable powers confronting the Mongols. Jurchen rule was deeply resented by the Khitan still living in the borderlands of China, large numbers of whom joined the Mongols or coordinated their own operations against the Chin [Jin] with those of Mongol commanders. Subsequently, even native Chinese and Jurchen officers and troops defected to the invaders. In western Asia, the Khwarazm shah's bitter quarrel with the 'Abbasid Caliph impaired [weakened] his capacity to pose as a champion of orthodoxy and the Jihad, while the unreliability of significant elements in his recently gained dominions undermined his preparations for resistance. By contrast, the religious tolerance that characterized Genghis Khan's empire also served the Mongols well, so that the Gur-khan's Muslim subjects in eastern Turkestan, who had been persecuted by Kuchlug, welcomed them as liberators.

[Source: From: *The Mongols and the West, 1221–1410*, Peter Jackson, 2014,  
Routledge, reproduced by permission of Taylor & Francis Books UK.]

**Source C**

Jack Weatherford, a professor of anthropology and a specialist in tribal peoples, writing in an academic book, *Genghis Khan and the Making of the Modern World* (2004).

[Mongol] tactics seemed to be, at least in part, a combination of older fighting techniques and hunting strategies; yet the consistent inability of the perplexed [confused] enemy to respond effectively to this form of warfare indicated that Temujin [Genghis Khan] had introduced enough innovation to make these strategies uniquely his own. Temujin had produced a new type of steppe army based on a greater variety of tactics and, most important, close cooperation among the men and complete obedience to their commanders. They were no longer an attacking horde of individuals; they were now a united formation. Temujin used a set of manoeuvres that each man had to know and to which each responded precisely and without hesitation. The Mongols had a saying: “If he sends me into fire or water I go. I go for him.” The saying reflected not just an ideal, but the reality of the new Mongol warfare, and it made short order of [rapidly defeated] the Naiman.

[Source: Excerpt(s) from GENGHIS KHAN AND THE MAKING OF THE MODERN WORLD by Jack Weatherford, copyright © 2004 by Jack Weatherford. Used by permission of Crown Books, an imprint of the Crown Publishing Group, a division of Penguin Random House LLC. All rights reserved. Any third party use of this material, outside of this publication, is prohibited. Interested parties must apply directly to Penguin Random House LLC for permission.]

**Source D**

Giuseppe Rava, a military history artist, depicts Mongol horse archers.



[Source: “Mongol horse archers” by Giuseppe Rava; reproduced with the kind permission of the artist.]

**End of prescribed subject 1**

## 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 — Impact: Forced conversions and expulsions; Marranos, Mudéjars.

**Source E** Atalia Omer and Jason Springs, professors of religion and peace studies, writing in the academic book *Religious Nationalism: A Reference Handbook* (2013).

In 1469, Isabella of Castile and Ferdinand of Aragon were married [in order] to unite the two crowns of the Spanish Empire. This act was intended to resist the regionalism of Hispania [Spain] by centralizing power and consolidating a shared identity. Though the monarchs did not actively seek to construct a nation, they recognized the need to harness [encourage] a certain degree of popular allegiance based on a common Catholic faith. The Spanish Inquisition consolidated a Spanish–Catholic identity by purging Jewish and Moorish elements in an effort to promote support for a nation that would be only for Spanish Catholics. Hence, as Anthony Marx has suggested, “Jews or converts were described as separate, alien, or as enemies, implying that everyone else shared a blood relationship ... habit or faith”. The Inquisition sanctioned [approved] and institutionalized pre-existing anti-Semitism by intentionally excluding Jews. The language of “purity of blood” was integral [central] to the Inquisition; consequently, it provides a clear example of the important interconnections between religion, nationality, and ethnicity.

[Source: Republished with permission of ABC-CLIO Inc, from *Religious Nationalism: A Reference Handbook*, Omer, A. and Springs J., 2013, Santa Barbara; permission conveyed through Copyright Clearance Center, Inc]

**Source F** Henry Kamen, an historian and Fellow of the British Royal Historical Society, writing in the academic book *Spain, 1469–1714: A Society of Conflict* (2005).

The expulsion of the Jews from Spain was carried out for religious motives that had long been in the making; the forcible conversion of the Mudéjars was by contrast an abrupt move. It is very likely that the Catholic monarchs expected a further programme of evangelization [preaching] to produce a nation truly united in religion. This, however, did not happen. Instead, the abandonment of a pluralist [diverse] society led to the creation within Christian Spain of two great disadvantaged minorities, *conversos* and *Moriscos*, which suffered all the disabilities of prejudice but enjoyed few of the benefits of conversion. From the early 15th century various official bodies began to discriminate against the New Christians, setting in motion the social pressure for “purity of blood”. The university college of San Bartolomé in Salamanca was the first to introduce, in 1482, rules forbidding any but those “of pure blood” from becoming members. The principal impulse [trigger] to the spread of this practice was the founding of the Inquisition, which made Spaniards familiar with the image of conversos as a danger to religious integrity and national security ... The Inquisition adopted as its rule (1484) that descendants of those it condemned were not entitled to hold any public office, thereby giving support to the notion that guilt for heresy remained in the blood generation after generation.

[Source: From: *Spain, 1469–1714: A Society of Conflict*, Henry Kamen, 2005, Routledge, reproduced by permission of Taylor & Francis Books UK]



**Source G**

Extracts from The Alhambra Decree or Edict of Expulsion, written in March and issued in April 1492.

We have learned from the inquisitors as well as others of the great harm that comes to Christians who interact with the Jews, these Jews who employ many and all manners to subvert the holy Catholic faith and who keep Christian followers from embracing their beliefs.

It is thus clear, taken from the confessions of these Jews, that their corrupt ways have resulted in great harm and injury to the holy Catholic faith.

After much deliberation it has been decided in council, having reunited the eminent men, knights and other persons of sense and knowledge of our supreme realm, that all Jews and Jewesses must leave our kingdom, never to be allowed to return.

It is also hereby ordered in this edict that before the end of July of this year comes, Jews and Jewesses of all ages residing within our domains and territories must depart from such taking with them their sons and daughters, their servants and their close and distant relatives of every age. It is they who must not dare to return to our lands, nor cross our borders, and if any among these Jews were not to accept this edict and were found to be living within our domains or if these Jews were to return to our lands, they should be condemned to death and their wealth seized.

We hereby command that, under penalty of forfeiting all of their lands and fortresses as well as their hereditary privileges and wealth, no person of our kingdom, no matter their position or noble status, may hide, keep or defend any Jew or Jewess after the month of July has passed nor in the following months whether publicly or secretly, in their homes or throughout our domains.

**Source H**

Joaquín Turina y Areal, a Spanish artist, depicts an historical scene in the painting “La expulsión de los judíos de Sevilla” [The Expulsion of the Jews from Seville] (late 19th century).



[Source: [https://commons.wikimedia.org/wiki/File:Expulsi%C3%B3n\\_de\\_los\\_jud%C3%ADos\\_de\\_Sevilla.jpg](https://commons.wikimedia.org/wiki/File:Expulsi%C3%B3n_de_los_jud%C3%ADos_de_Sevilla.jpg)]

**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) —

Causes of expansion: The impact of Japanese nationalism and militarism on foreign policy.

**Source I** An extract from a Japanese government statement, “The Fundamental Principles of National Policy” (August 1936).

(1) Japan must strive to eradicate [eliminate] the aggressive policies of the great powers ...

(3) ... in order to promote Manchukuo’s healthy development and to stabilize Japan-Manchukuo national defense, the threat from the north, the Soviet Union, must be eliminated; in order to promote our economic development, we must prepare against Great Britain and the United States and bring about close collaboration between Japan, Manchukuo, and China. In the execution of this policy, Japan must pay due attention to friendly relations with other powers.

(4) Japan plans to promote her racial and economic development in the South Seas, especially in the outlying South Seas area. She plans to extend her strength by moderate and peaceful means without arousing other powers. In this way, concurrently with the firm establishment of Manchukuo, Japan must expect full development and strengthening of her national power.

[Source: Republished with permission of Taylor & Francis Group LLC Books, from *Japan: a Documentary History*, David J. Lu, 1996; permission conveyed through Copyright Clearance Center, Inc]

**Source J** William Beasley, a professor of the history of the Far East, writing in the academic book *Japanese Imperialism, 1894–1945* (1987).

Central to the basic propositions was the intention that Japan ... must establish cordial [friendly] relations with the peoples of the area founded on the principles of co-existence and co-prosperity. It would also undertake economic expansion on its own account by creating a strong coalition between Japan, Manchukuo and China and by extending its interests in South-East Asia in gradual and peaceful ways. There were some conditions. The army must be given forces in Korea and Kwantung [Guandong] sufficient to deal with any attack from Soviet Russia. The navy must have a fleet capable of maintaining ascendancy in the west Pacific against that of the United States.

Sino-Japanese [Chinese-Japanese] cooperation, designed to detach Nanking [Nanjing] from its communist affiliations [links], though highly desirable must not be allowed to stand in the way of treating north China as a “special region” to be brought into close relationship with Japan and Manchukuo. It was, for example, to provide strategic materials, in order to strengthen their defences against the Soviet Union. As to the south, a gradual and peaceful approach was intended to avert fears in countries of the area concerning Japanese aims ...

From the point of view of the ministers in Tokyo, none of this was meant to bring about territorial expansion. They still thought in terms of informal empire, that is, of securing an increase in Japan’s privileges through pressure exerted on Asian governments, including that of China.

[Source: JAPANESE IMPERIALISM, 1894-1945 by Beasley (1987) p.202. By permission of Oxford University Press]

**Source K**

Hans van de Ven, a professor of modern Chinese history, writing in the academic book *War and Nationalism in China: 1925–1945* (2003).

By 1933, Japan's military strategy aimed at defending itself against the Soviet Union, China and the British and American navies. Massive investment programmes in the heavy, chemical, and machinery industries followed to give Japan the industrial base to sustain itself in time of war, and also of course to deal with the problems of the Depression. In 1936, Japan stepped up its military expenditures when a new cabinet accepted the build-up of national strength as Japan's highest priority ...

Japan therefore developed a strategic doctrine aimed at defending Japan by aggressive offensive operations of limited duration, to be concluded before its major enemies could concentrate their forces in East Asia. To defeat China before such a war was part of this strategy. Worried about war with the Soviet Union and the Western powers, the "removal of China", as the aggressive General Tojo stated in a telegram from Manchuria to Tokyo in early 1937, would eliminate "an important menace from our rear" and release forces for service on more critical fronts. If the military build-up and the political influence of the army in Japanese politics were causes for worry in China, so were the expansionist tendencies of the Kwantung [Guandong] Army in Manchuria.

[Source: From: *War and Nationalism in China: 1925–1945*, Hans van de Ven, 2003, Routledge, reproduced by permission of Taylor & Francis Books UK.]

**Source L**

John Bernard Partridge, an illustrator and cartoonist, depicts Japan threatening China in an untitled cartoon for the British magazine *Punch* (21 July 1937).

**Note:** The word on the tail is Manchukuo.



S.O.S.

Chinese dragon: I say, do be careful with that sword! If you try to cut off my head I shall really have to appeal to the League again.

[Source: PUNCH Magazine Cartoon Archives [www.punch.co.uk](http://www.punch.co.uk)]

**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) — The role and significance of key actors/groups – Key actors: Malcolm X; Lyndon B Johnson.

**Note:** In the following sources the word “Negro” is used to reflect the place and time of these original, English language sources. Today, in many countries, the word is no longer in common usage.

**Source M** Daniel Patrick Moynihan, a former US Navy officer and a sociologist who was Assistant Secretary of Labor for President Lyndon B Johnson, writing in the report *The Negro Family: The Case for National Action* (March 1965).

#### Delinquency and Crime

The combined impact of poverty, failure, and isolation among Negro youth has had the predictable outcome in a disastrous delinquency and crime rate ... It is probable that at present, a majority of the crimes against the person are committed by Negroes. There is, of course, no absolute evidence; inference can only be made from arrest and prison population statistics ... In Chicago in 1963, three-quarters of the persons arrested for such crimes were Negro; in Detroit, the proportions were the same. In 1960, 37% of all persons in Federal and State prisons were Negro. In that year, 56% of the homicide and 57% of the assault offenders committed to State institutions were Negro ...

#### The Armed Forces

The ultimate mark of inadequate preparation for life is the failure rate on the Armed Forces mental test ... A grown young man who cannot pass this test is in trouble. 56% of Negroes fail it. This is a rate almost four times that of the whites ... Service in the United States Armed Forces is the only experience open to the Negro American in which he is truly treated as an equal ... In food, dress, housing, pay, work—the Negro in the Armed Forces is equal and is treated that way.

**Source N** James Patterson, a professor of history, describes some features and events of the civil rights movement in the US academic journal *History Now* (2006).

[In the 1960s] many young black people became impatient with the slow progress of legal cases ... they believed that direct action protest, especially if it provoked violence by white extremists, was the most productive means of civil rights activity ... By May 1961, the first interracial freedom rides from Washington DC, to New Orleans were underway, designed to force southern officials to honor a recent Supreme Court decision that had called for the ending of racial segregation in interstate bus terminals. Violence quickly followed, as one bus was firebombed in Alabama and its riders were injured ... These bloody confrontations attracted considerable public attention. They also revealed that the Kennedy administration, concerned mainly with Cold War issues, was reluctant to jeopardize [threaten] its political strength among whites in the South and southerners in the Congress. Kennedy was slow to recognize the moral passion of civil rights demonstrators or to employ force in order to stem the implacable [uncompromising] resistance and rage of many southern white people, police, and politicians.

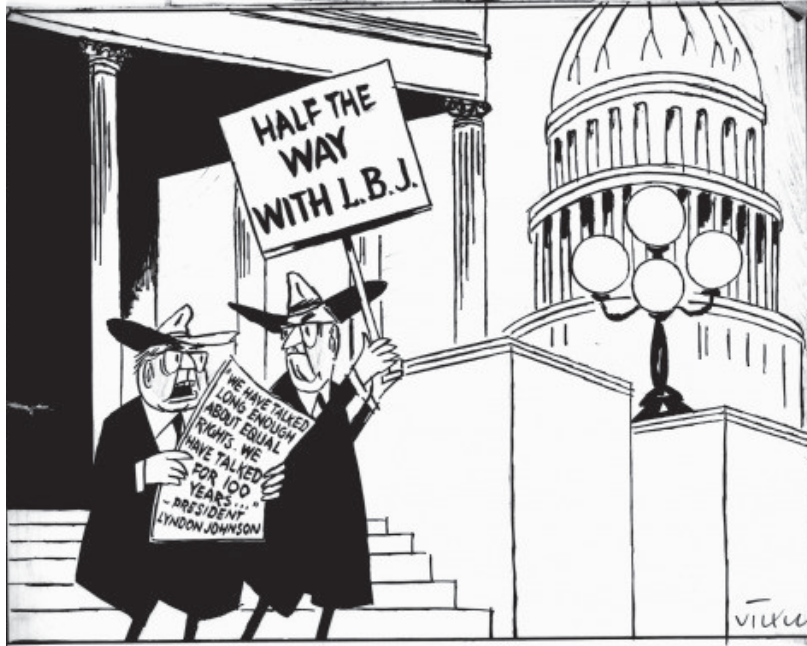
[Source: Patterson, James T., *The Civil Rights Movement: Major Events and Legacies*.  
(The Gilder Lehrman Institute of American History)]



**Source O**

Victor (Vicky) Weisz, a political cartoonist, depicts two senators outside the US Congress responding to the civil rights programme of President Lyndon B Johnson [LBJ] in the cartoon “Now, we mustn’t let him rush us into things!” for the British newspaper the *Evening Standard* (29 November 1963).

**Note:** The text on the placard is “Half the way with L.B.J.” and the text on the newspaper is “‘We have talked long enough about equal rights. We have talked for 100 years ...’ – President Lyndon Johnson”.



[Source: Victor (Vicky) Weisz, ‘Half the way with L.B.J.’, *The Evening Standard*, 29 November 1963. Reproduced with permission.]

**Source P**

Malcolm X, a civil rights leader, explains “Black nationalism” to a New York press conference (12 March 1964).

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**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) — Impact: Social impact; refugee crisis; justice and reconciliation.

**Source Q** Gerard Prunier, an historian specializing in African history, writing in the academic book *Africa's World War: Congo, the Rwandan Genocide, and the Making of a Continental Catastrophe* (2008).

[Tutsis returning from exile] would take *any* salaried job, and this meant pushing the Hutu out of the towns—and out of the jobs. This contributed to further social tensions in the country. To make things worse, over 150,000 houses had been destroyed and even without any illegal occupations there would not have been enough houses to go around. There were also nearly 300,000 children without parents ... living lives of incredible fear and loneliness, at times miles away from the nearest adult. Most of the police were dead or had fled abroad with the former government, as had most of the judges, schoolteachers, doctors, and nurses ... even the churches, which were full of dead bodies, were closed.

[Source: Republished with permission of Oxford University Press, from 'Africa's world war: Congo, the Rwandan genocide, and the making of a continental catastrophe', Gerard Prunier, 2008; permission conveyed through Copyright Clearance Center, Inc. Language rights granted by Eulama International Literary Agency]

**Source R** Chris Riddell, an illustrator and political cartoonist, caricaturing the situation in refugee camps in an untitled cartoon for the British newspaper *The Observer* (11 November 1996).

**Note:** The text on the knife is "Hutu Militia" and on the bowl it is "Refugees".



[Source: Chris Riddell/Guardian News & Media. Copyright Guardian News & Media Ltd 2017]

**Source S** Sadako Ogata, United Nations High Commissioner for Refugees, outlines her findings in a speech to the United Nations Security Council in New York (28 June 1996).

New comprehensive initiatives are urgently needed to break the deadlock in the repatriation of 1.7 million Rwandan refugees. Extremist elements among the refugees in Zaire are responsible for increasing armed incursions into Rwanda and have reportedly also been involved in the massacres in the Masisi region, thus creating regional tension. A climate of intimidation in the camps and fear of arrest or retribution [revenge] in Rwanda remain the two major obstacles to large scale repatriation.

Achieving lasting repatriation and contributing to reconciliation remains our objective... Let me say a few words about the relocation of camps. We believe that it would improve regional and refugee security ... When combined with the separation of the former army and leadership, relocation would also help break their control of the refugees. It might then enable and induce many ... refugees to repatriate ... Separation would make it easier to exclude from international protection those guilty of genocide, in accordance with the OAU [Organisation of African Unity] Refugee Convention. This has thus far been practically impossible.

Let me add that I am worried about the assertion by some that the forced return through various means of Rwandan refugees from Zaire is the only “solution”. There are still human rights concerns in Rwanda. I am also convinced that in that case large numbers of refugees would spread out and destabilize other regions of Zaire, as happened in Masisi. On the other hand, a sudden mass return to Rwanda could have serious humanitarian and security implications.

[Source: Remarks by Mrs. Sadako Ogata, United Nations High Commissioner for Refugees, to the United Nations Security Council, New York, 28 June 1996]

**Source T** Philip Gourevitch, a journalist, writing an account of his experiences in Rwanda following the Rwandan Genocide in the book *We Wish to Inform You that Tomorrow We Will Be Killed with Our Families: Stories from Rwanda* (1998).

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**End of prescribed subject 5**

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## History

### Higher level and standard level

### Paper 1

Friday 10 November 2017 (afternoon)

1 hour

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#### Instructions to candidates

- 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 section 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



### 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 1: Genghis Khan c1200–1227 — Campaigns: Mongol military technology, organization, strategy and tactics.

1. (a) What, according to Source A, were the factors that encouraged Mongol expansion? [3]  
(b) What does Source D suggest about the Mongols' military equipment and tactics? [2]
2. With reference to its origin, purpose and content, analyse the value and limitations of Source C for an historian studying Genghis Khan's [Temujin's] military campaigns and tactics. [4]
3. Compare and contrast what Sources B and C reveal about the factors that led to the success of Genghis Khan's military campaigns. [6]
4. Using the sources and your own knowledge, to what extent do you agree that Mongol military strength under Genghis Khan contributed to the Mongol takeover of Central Asia and the Near East? [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 — Impact: Forced conversions and expulsions; Marranos, Mudéjars.

5. (a) What, according to Source F, were the effects of the abandonment of the pluralist [diverse] society in Spain? [3]  
(b) What does Source H suggest about changes in the life of the Jewish population of Spain under the Catholic monarchs? [2]
6. With reference to its origin, purpose and content, analyse the value and limitations of Source G for an historian studying the expulsions of the late 15th century. [4]
7. Compare and contrast what Sources E and F reveal about the treatment of Jews and Mudéjars in the late 15th century. [6]
8. "The expulsion of the Jews from Spain was carried out for religious motives" (Source F). Using the sources and your own knowledge, to what extent do you agree with this claim? [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) — Causes of expansion: The impact of Japanese nationalism and militarism on foreign policy.

9. (a) What, according to Source I, were the challenges facing Japanese national policy? [3]  
(b) What does Source L suggest about Sino-Japanese [Chinese-Japanese] relations in 1937? [2]
10. With reference to its origin, purpose and content, analyse the value and limitations of Source I for an historian studying Japanese foreign policy in East Asia. [4]
11. Compare and contrast what Sources J and K reveal about Japanese foreign policy aims in East Asia. [6]
12. Using the sources and your own knowledge, to what extent do you agree with the suggestion that Japanese foreign policy aims up to 1937 were to be achieved through “gradual and peaceful ways” (Source J)? [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) — The role and significance of key actors/groups – Key actors: Malcolm X and Lyndon B Johnson.

13. (a) What, according to Source M, were the problems faced by African Americans in the US? [3]  
(b) What does Source O suggest about the situation in 1963 regarding the granting of civil rights? [2]
14. With reference to its origin, purpose and content, analyse the value and limitations of Source M for an historian studying the social position of African Americans in the US. [4]
15. Compare and contrast what Sources N and P reveal about the struggle for civil rights. [6]
16. Using the sources and your own knowledge, examine the view that government inaction in the US was the main obstacle to the establishment of civil rights 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 1: Rwanda (1990–1998) — Impact: Social impact; refugee crisis; justice and reconciliation.

17. (a) What, according to Source Q, were the difficulties faced by Rwanda after the civil war and genocide in 1994? [3]  
(b) What does Source R suggest about the situation of Rwandan refugees in 1996? [2]
  18. With reference to its origin, purpose and content, analyse the value and limitations of Source S for an historian studying the Rwandan refugee crisis. [4]
  19. Compare and contrast what Sources S and T reveal about the problems of the refugee camps on the border with Rwanda. [6]
  20. Using the sources and your own knowledge, discuss the challenges faced by the Rwandan government in finding justice and reconciliation from the end of 1994 through to the end of 1998. [9]
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