Cambridge Assessment International Education

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HISTORY **0470/21**

Paper 2 Document Questions **May/June 2025**

1 hour 45 minutes

You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

INSTRUCTIONS

- Answer **one** question on **one** option only.
  - Option A: Nineteenth century topic
  - Option B: Twentieth century topic
- Follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.

INFORMATION

- The total mark for this paper is 40.
- The number of marks for each question or part question is shown in brackets [ ].

This document has **12** pages. Any blank pages are indicated.

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Option A: Nineteenth century topic

1 Who was responsible for the Austro–Prussian War?

Study the Background Information and the sources carefully, and then answer **all** parts of Question 1.

Background Information

By the early 1860s, Prussia was becoming ready to challenge Austria's dominance over Germany. The issue that finally brought the two states to war was that of the Duchies of Holstein and Schleswig. In 1865, Austria and Prussia signed the Gastein Convention, dividing the Duchies between them. However, this did not create good relations between the two countries and by June 1866, they were at war. Although historians have recognised the reluctance of William I of Prussia to go to war, Bismarck has often been blamed for deliberately bringing the war about. However, others have argued that Austria, very unwisely, caused the war.

Was Austria to blame for the war in 1866?

SOURCE A

In January 1864, a joint Prussian–Austrian army marched against Denmark into Holstein and then Schleswig. By July 1864, Denmark had surrendered. In 1865 it was agreed in the Convention of Gastein that Holstein would be administered by Austria, and Schleswig by Prussia. However, Austria and Prussia would have joint sovereignty over both Duchies. This agreement provided plenty of opportunities for friction between the two German states, especially as both wanted to be the leading state in Germany. It is likely that Bismarck wanted no more than to gain control of both Duchies and that his policies at this time were designed to merely frighten Austria. There is no reason to think that war was forced upon Austria by Prussia. In fact, Austria thought it was using Prussia. In a provocative move in June 1866, it ended talks with Prussia and referred the issue of the Duchies to the German Diet. This broke previous agreements and provoked Bismarck to send troops into Holstein. Austria then made the crucial move of asking the Diet to mobilise for war.

From a recent history book.

SOURCE B

Bismarck suggested that Austria and Prussia act jointly against Denmark, and was happy to agree joint control over the Duchies of Holstein and Schleswig, because this would give him the possibility of war against Austria whenever he wanted. When the Austrian–Prussian army occupied Schleswig in 1864, Bismarck had already decided that war against Austria was necessary, not only to release Germany from Austria, but to unify Germany under Prussian leadership. Despite opposition from William I and the Prussian Crown Prince, Austria was deceived by Bismarck all the way. Bismarck skilfully encouraged the Austrians to put themselves in the wrong, time and time again. When Austria referred the issue of the Duchies to the Diet in June 1866, it was committing only a technical infringement of earlier agreements. However, this gave Prussia the welcome excuse to send troops into Holstein. It then made the decisive move by declaring that the German Confederation was abolished and invading Saxony, Hanover and Hesse-Cassel.

From an article about the causes of the Austro–Prussian War.

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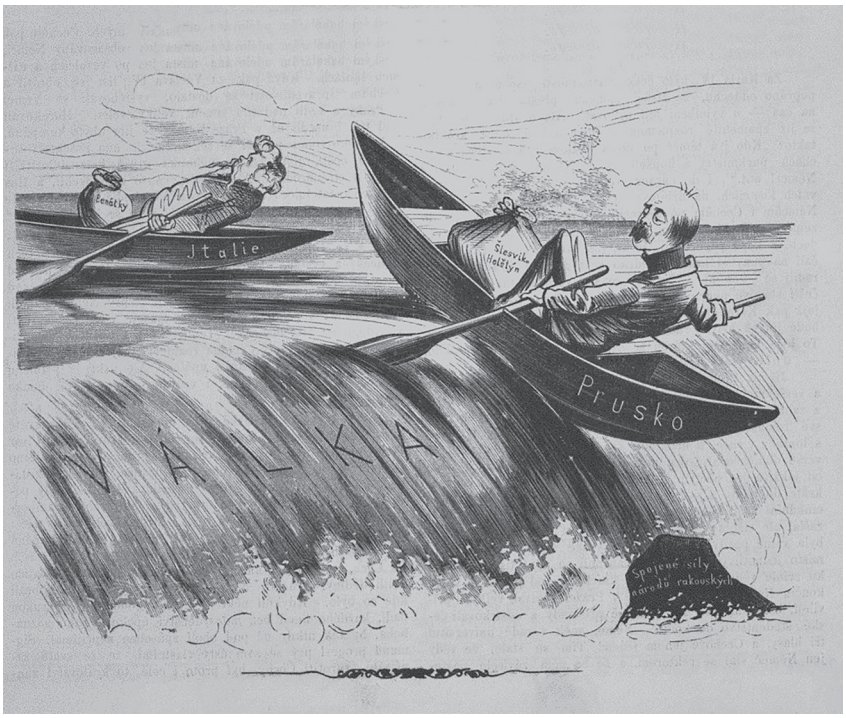
SOURCE C



An Austrian cartoon published on 19 May 1866. The title says: What would these two give for having eyes in the back of their heads? The first boat is loaded with Schleswig-Holstein, the second one with Venice. 'Válka' means the slope of war. The rock represents the united forces of Austrian nations.

SOURCE D

So far, the differences between Austria and Prussia have been limited to their governments. They have now been moved to public opinion as a result of Prussia's use of the press and the public criticism of our nation. Bismarck thinks that the time has come to mount a great Prussian action abroad and, if it can be done no other way, to go to war. Such an action has been the goal from the beginning of his political career. It would satisfy his uncontrolled thirst for achievement. After such a success, especially if it were achieved by means of a fortunate war, the Prussian government would more easily control its internal strife. The only way he has of bringing about a sudden change internally must be sought in foreign policy. The diversion of war is vital to Bismarck's internal policy.

The Austrian Ambassador in Prussia, writing to the Austrian Foreign Minister, February 1866.

SOURCE E

To My People!
At this instant, when Prussia's army is advancing to a decisive conflict, I am moved to address my people. Austria and a great part of Germany are armed against us. Only a few years ago, and ignoring all previous insults, I gave the Emperor of Austria a friendly hand over the issue of the Duchies. I hoped that an alliance based on mutual respect would result from this Austrian and Prussian brotherhood in arms. I have been deceived. Austria will not forget that its princes once ruled Germany and considers Prussia as a hostile rival. The old, unhappy jealousy has again flared up. Prussia is to be weakened, destroyed, dishonoured. The confederated princes have been aroused against Prussia. Wherever we look in Germany we are surrounded by enemies. But our spirit lives on. Who can rob us of one single foot of Prussian soil, if we are firmly resolved to protect it?

A proclamation issued by William I of Prussia, 18 June 1866.

SOURCE F

During the joint occupation of the Duchies, it soon became clear that Austria's game was not an open one, but that it considered the situation favourable for acting on its jealousy towards Prussia. Hatred of Prussia was deliberately encouraged in and out of Germany, and Austria considered the ground sufficiently prepared for a war. In the winter of 1865–66, it began to provoke Prussia in every way. You know what conflicts of conscience I had to go through before I could believe in the possibility of this war and how I tried every means of preventing it. It was not until I saw that the honour of Prussia was at stake, and when all doubts about Austria's intentions were removed, that I considered using force.

A letter from William I to his wife, 1867. His wife was staying with the British Queen. The letter was meant to be seen by the British government.

Now answer **all** parts of Question 1. You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering parts **(a)–(e)** you should use your knowledge of the topic to help you interpret and evaluate the sources.

(a) Study Sources A and B.

How far do these two sources agree? Explain your answer using details of the sources. [7]

(b) Study Source C.

What is the cartoonist's message? Explain your answer using details of the source and your knowledge. [8]

(c) Study Sources D and E.

Does Source D make Source E surprising? Explain your answer using details of the sources and your knowledge. [8]

(d) Study Source F.

Can William I's account be trusted? Explain your answer using details of the source and your knowledge. [8]

(e) Study **all** the sources.

How far do these sources provide convincing evidence that Austria was to blame for the Austro–Prussian War? Use the sources to explain your answer. [9]

Option B: Twentieth century topic

2 What was the main criticism of the League of Nations in its early years?

Study the Background Information and the sources carefully, and then answer **all** parts of Question 2.

Background Information

The League of Nations was founded on 10 January 1920. Its main aims were to keep international peace through collective security and to settle disputes through negotiation. Opinions about the League were divided from the beginning. Some countries thought it had too much power, some thought it was too weak. Others claimed it would be used to preserve the advantages gained by Britain and France through the Treaty of Versailles.

How far was early criticism of the League based on the idea that it was too weak?

SOURCE A

Criticisms of the League were often based on suspicions about the power it had over member states, and about collective security. US Senators objected to Article 10 of the League's Covenant, which would commit the United States to defending any member of the League in the event of an attack. They saw this as a violation of US sovereignty. British leaders had a limited idea of the League; they favoured a League without sanctions, one that would not infringe national sovereignty. They wanted a League that would recreate, not challenge, a balance of power. Clemenceau preferred to rely on old-fashioned military alliances and Lloyd George preferred private meetings of heads of governments. At times he claimed the League was a dangerous institution. Although many saw it as a club of the victors, Britain and France disagreed: France wanted to maintain the existing situation, whereas Britain saw that change was necessary. On the other hand, many smaller states enthusiastically signed the Covenant in 1919 because they viewed the League as an organisation that would protect them from the ambitions of their larger neighbours. Asian and Latin American countries welcomed the Assembly's universal character.

From a history book.

SOURCE B

The League's approach of collective security appeared to many to be the best alternative to the balance-of-power approach that had failed. Wilson saw the League as replacing great-power politics. It failed to do this because it was too weak and it faced the growing power of nationalism. To be successful, it required the willingness of the great powers to use it. Another criticism of the League was that it was created by the victorious powers and the defeated had been excluded – it was not universal. To many non-European members, it was a Eurocentric institution, yet the British and French did not believe that using it would provide stability to Europe. The Bolsheviks in Russia saw it as a cosy club of victor-powers like Britain and France where they could work together to secure their acquisitions. Many critics pointed to its lack of power. It could not make member states take action or impose sanctions. Lloyd George did not feel strongly either way about the League but at Versailles had realised that he could not gain Wilson's support for British interests if he abandoned the League.

From a recent history book.

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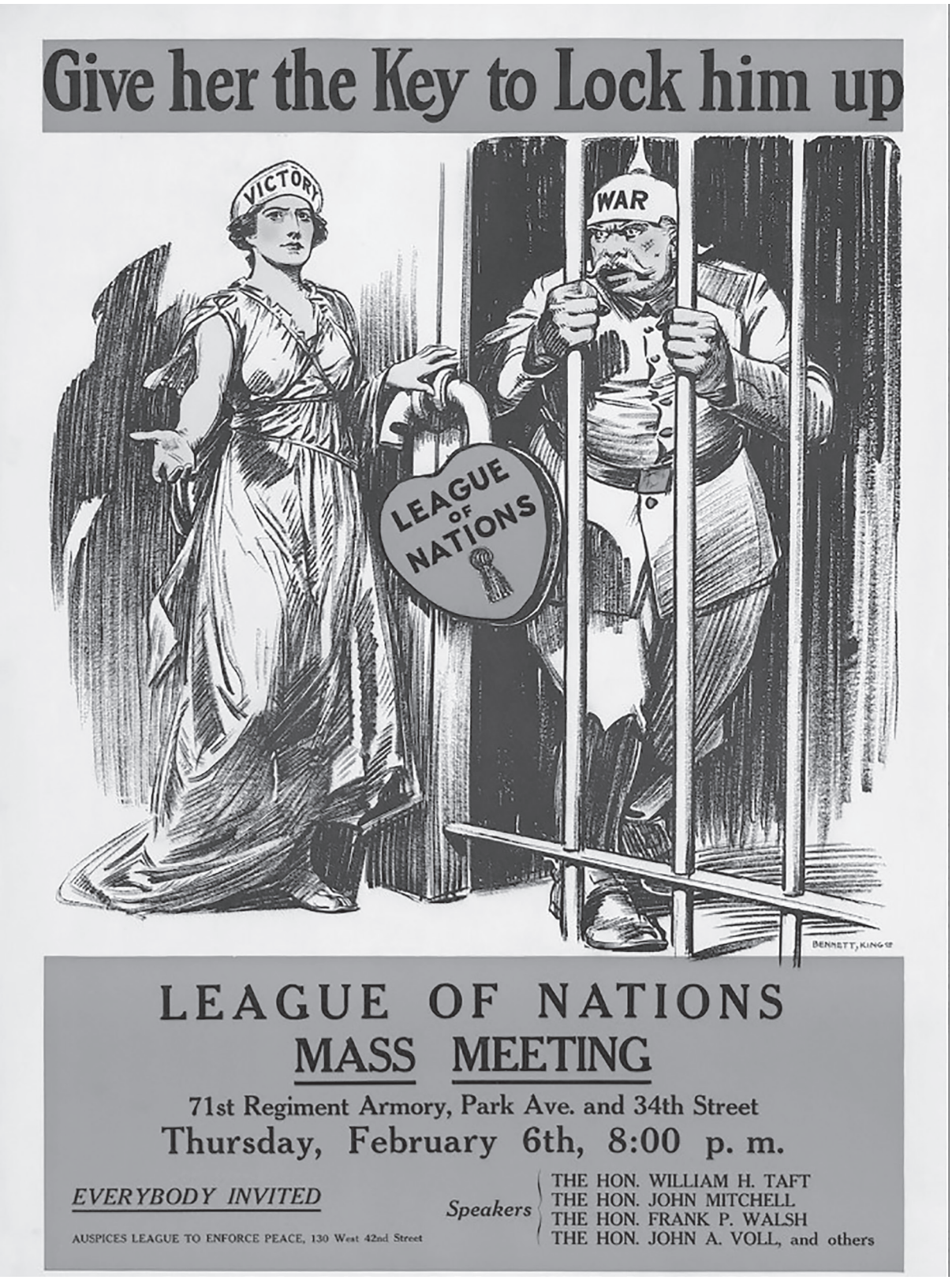
SOURCE C



An American poster published by the League to Enforce Peace, 1919.

SOURCE D

OVERWEIGHTED.

PRESIDENT WILSON: 'HERE'S YOUR OLIVE BRANCH. NOW GET BUSY.'
DOVE OF PEACE: 'OF COURSE I WANT TO PLEASE EVERYBODY: BUT ISN'T THIS A BIT THICK?'

A cartoon published in a British magazine, March 1919. An olive branch is a symbol of peace.

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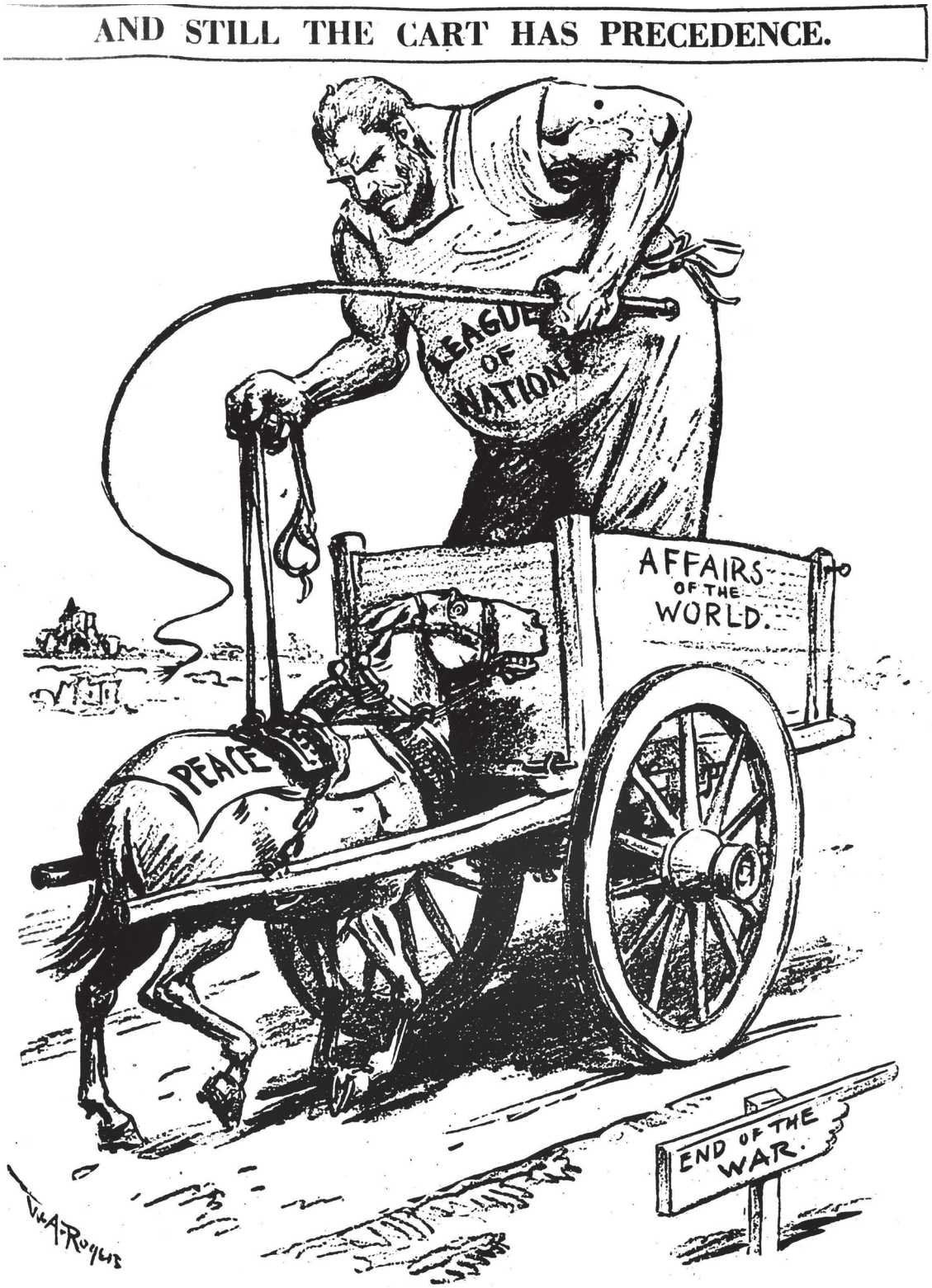
SOURCE E



An American cartoon published in March 1919. 'Precedence' means 'priority'.

SOURCE F

Italy sees in the League a force that is in the way of the vital necessity of its future expansion. Italy is suffocated in its narrow and poor country and an object of hostility to states who wish to prevent its expansion. It is only natural that Britain and France should seek to defend the League as they stand at the climax of their fortunes. What policy should Italy pursue? Our best course is to remain within the League and to take every opportunity to hasten the destruction of its present ambitions and reduce it to a mere technical body.

An Italian delegate to the League of Nations speaking to the British Ambassador in Rome, October 1923.

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Now answer **all** parts of Question 2. You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering parts **(a)–(e)** you should use your knowledge of the topic to help you interpret and evaluate the sources.

(a) Study Sources A and B.

How far do these two sources agree? Explain your answer using details of the sources. [7]

(b) Study Sources C and D.

How similar are these two sources? Explain your answer using details of the sources and your knowledge. [8]

(c) Study Source E.

What is the cartoonist's message? Explain your answer using details of the source and your knowledge. [8]

(d) Study Source F.

Why did the Italian delegate say this to the British Ambassador in October 1923? Explain your answer using details of the source and your knowledge. [8]

(e) Study **all** the sources.

How far do these sources provide convincing evidence that early critics of the League thought it was too weak? Use the sources to explain your answer. [9]

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