Cambridge Assessment International Education

Cambridge IGCSE™

HISTORY **0470/22**

Paper 2 **February/March 2020**

2 hours

You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

INSTRUCTIONS

- Answer **all** the questions 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 50.
- The number of marks for each question or part question is shown in brackets [ ].

This document has **16** pages. Blank pages are indicated.

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Option A: Nineteenth century topic

HOW DID THE BRITISH BEHAVE DURING AND IMMEDIATELY AFTER THE INDIAN MUTINY OF 1857–58?

Study the Background Information and the sources carefully, and then answer **all** the questions.

Background Information

The Indian Mutiny of 1857–58 was the result of resentment that had been building during British rule. It started with a mutiny of sepoys in Meerut, but soon turned into a much wider rising against British rule with cities such as Delhi, Cawnpore and Lucknow either falling to the rebels or being put under heavy siege. In some places, such as Cawnpore, British women and children were killed.

The army of the British East India Company had to deal with the troubles, and accounts published in Britain showed it doing this with great heroism. After the rising was put down there were demands from Britain that the rebels be dealt with severely.

Did the British behave well in their response to the Indian Mutiny?

SOURCE A

An illustration entitled 'Miss Wheeler defending herself against the Sepoys at Cawnpore'. It was published in 1858 in a British book entitled 'The History of the Indian Mutiny'.

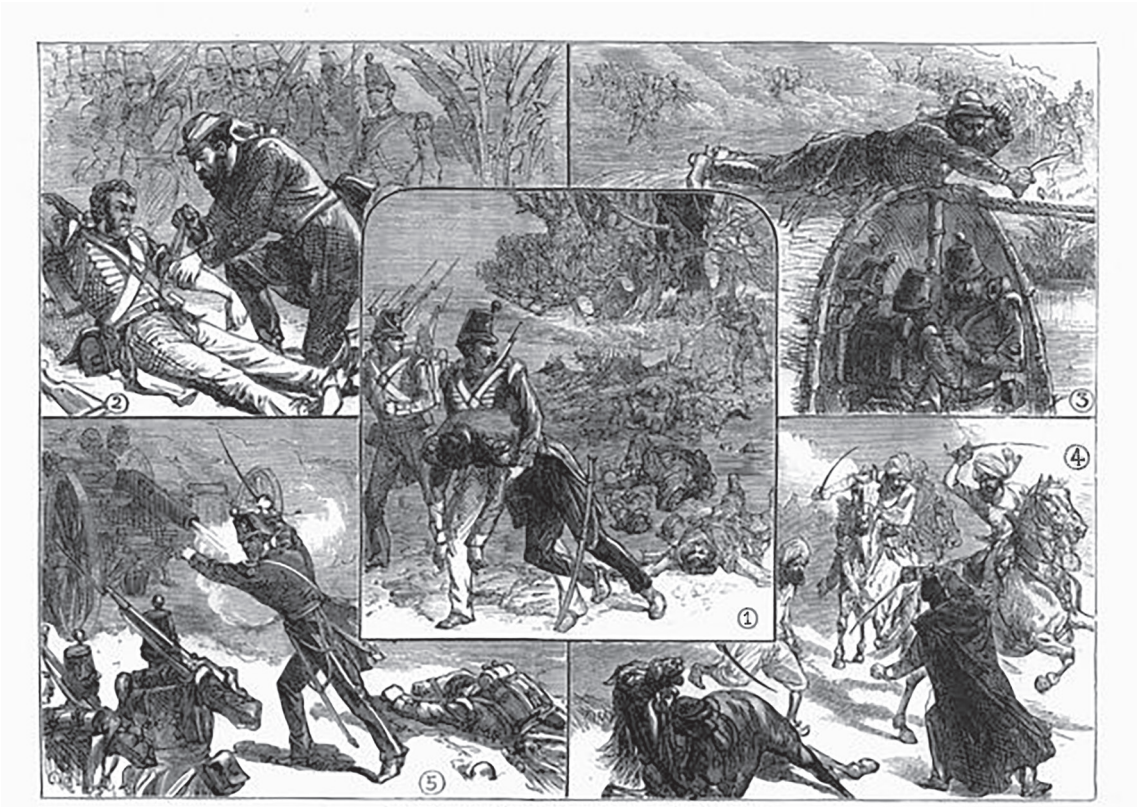
SOURCE B

A merry scene it must have been for a true, liberty-loving Briton to see his grenadiers helping themselves freely to the jewels, valuable arms and clothes, of His Majesty of Oude. Every advance was accompanied with plunder and devastation. The Qaisar Bagh Palace had fallen on 14 March and within half an hour, discipline was at an end, and the officers had lost all command over their men. On 17 March General Campbell was obliged to establish patrols to prevent plundering. The troops were completely out of control. In the city, while the vanguard were fighting against the natives' fire from the houses, the rearguard plundered and destroyed to their hearts' content. Matters were still so bad that the most strict orders were issued for the suppression of plunder and outrage.

This is indeed a dreadful state of things in a civilised army in the nineteenth century. If any other troops in the world had committed one-tenth of these excesses, the indignant British press would brand them with infamy! But these are the deeds of the British army, and therefore we are told that such things are the normal consequences of war.

A report from an American newspaper, 25 May 1858.

SOURCE C



An illustration from 1858. It was later republished in 'Heroes of Britain in Peace and War', 1880. The words under this illustration read 'Some Victoria Cross Exploits of the Indian Mutiny. 1. Private Dempsey rescuing Ensign Erskine. 2. Mr Mangles dressing Taylor's wound. 3. Mr McDonell releasing the boat in the Arrah expedition. 4. Lieutenant Hills and the mounted troopers. 5. Young Havelock leading his men to the capture of a gun.' The Victoria Cross is the highest British award for bravery for members of the armed forces.

SOURCE D

An illustration showing British troops looting the Qaisar Bagh Palace in Lucknow after the recapture of the city in 1858. It was published in Britain in 1860. The soldier kneeling is saying, 'Is this string of pearls worth anything, gentlemen?'

SOURCE E

The most hostile of our foreign critics are in awe of our administration of India. When we ask, who are the men who have kept intact, and handed down to us these vast privileges, who are they who have preserved for us the splendid burden which we accept and bear with honour today? The answer is that the last of these heroes are among us still, white-haired and too often infirm, but the very men who saved India from itself in 1857 when the tide of rebellion threatened to wipe away the trace of our rule. To these survivors, this little book is dedicated.

From a book entitled 'In Commemoration of the 50th Anniversary of the Indian Mutiny', published in Britain in 1907.

SOURCE F

A very large proportion of the English community has a violent hatred of every Indian of every class. There is a cruelty, even from those who ought to set a better example, which is impossible to see without feeling shame for one's fellow countrymen. Not one man in ten seems to think that the hanging and shooting of 50 000 mutineers is wrong.

A letter from Lord Canning to Queen Victoria, 25 September 1858. Canning was British Governor-General of India.

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SOURCE G

We shall respect the rights, dignity and honour of native princes and we desire that they, as well as our subjects, should enjoy that prosperity which can only be secured by internal peace and good government. We reject the desire to impose Christianity on any of our subjects and we strictly charge all those in authority under us that they abstain from all interference with the religious belief of any of our subjects.

We deeply regret the misery which has been brought upon India by the acts of ambitious men, who have deceived their countrymen and led them into open rebellion. We desire to show our mercy by pardoning the offences of those who have been misled, but who desire to return to the path of duty. Our mercy will be extended to all offenders, except those who have been convicted of having taken part in the murder of British subjects.

From Queen Victoria's Proclamation to the Princes and People of India, November 1858.

Now answer **all** the following questions. 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 the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

1 Study Source A.

What impressions does this source give about the Indian Mutiny? Explain your answer using details of the source. [8]

2 Study Source B.

Why was this source published in 1858? Explain your answer using details of the source and your knowledge. [7]

3 Study Sources C and D.

How far does Source C make Source D surprising? Explain your answer using details of the sources and your knowledge. [8]

4 Study Source E.

How useful is this source as evidence about British rule in India? Explain your answer using details of the source and your knowledge. [7]

5 Study Sources F and G.

How far does Source G prove that Victoria agreed with Canning (Source F)? Explain your answer using details of the sources and your knowledge. [8]

6 Study **all** the sources.

How far do these sources provide convincing evidence that the British behaved well in their response to the Indian Mutiny? Use the sources to explain your answer. [12]

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Option B: Twentieth century topic

WAS THE CUBAN MISSILE CRISIS SIMPLY A TRIAL OF STRENGTH BETWEEN KENNEDY AND KHRUSHCHEV?

Study the Background Information and the sources carefully, and then answer **all** the questions.

Background Information

Accounts and representations of the Cuban Missile Crisis have often presented it as a personal trial of strength between Kennedy and Khrushchev. Many historians criticise this way of representing the crisis. They argue that the broader context of the Cold War and the national interests of the USA and the USSR were crucial factors.

How far was the Cuban Missile Crisis simply about personal rivalry between Kennedy and Khrushchev?

SOURCE A

I've got two problems. First, to figure out why Khrushchev acted in such a hostile way. And second, to figure out what we can do about it. I think the first part is pretty easy to explain. I think he did it because of the Bay of Pigs. He thought that anyone who was so young and inexperienced as to get into that mess could be beaten; and anyone who got into it and didn't see it through had no guts. If he thinks I'm inexperienced and have no guts, until we remove those ideas we won't get anywhere with him.

Kennedy speaking to an American reporter in 1961 shortly after his disastrous Vienna Summit meeting with Khrushchev.

SOURCE B

Then the exchange of notes began. I dictated the messages and conducted the exchange from our side. President Kennedy issued an ultimatum, demanding that we remove our missiles and bombers from Cuba. I remember the exchange with the President especially well because I started it and was at the centre of the action at our end of the correspondence. I take complete responsibility for the fact that the President and I entered into direct contact at the most crucial and dangerous stage of the crisis.

Dobrynin's report of a meeting with Robert Kennedy went something like this, 'The President is appealing directly to Chairman Khrushchev. If the situation continues much longer, the President fears that the military will overthrow him.' We knew that Kennedy was a young President. For some time I had felt there was a danger that he would lose control of his military, and now he was admitting this to us himself. 'Comrades,' I said, 'we have to look for a dignified way out of this conflict.' We sent a note saying we agreed to remove the missiles on condition the President gave us his assurance that Cuba would not be invaded.

From Khrushchev's memoirs, published in 1970. Dobrynin was Soviet Ambassador to the United States.

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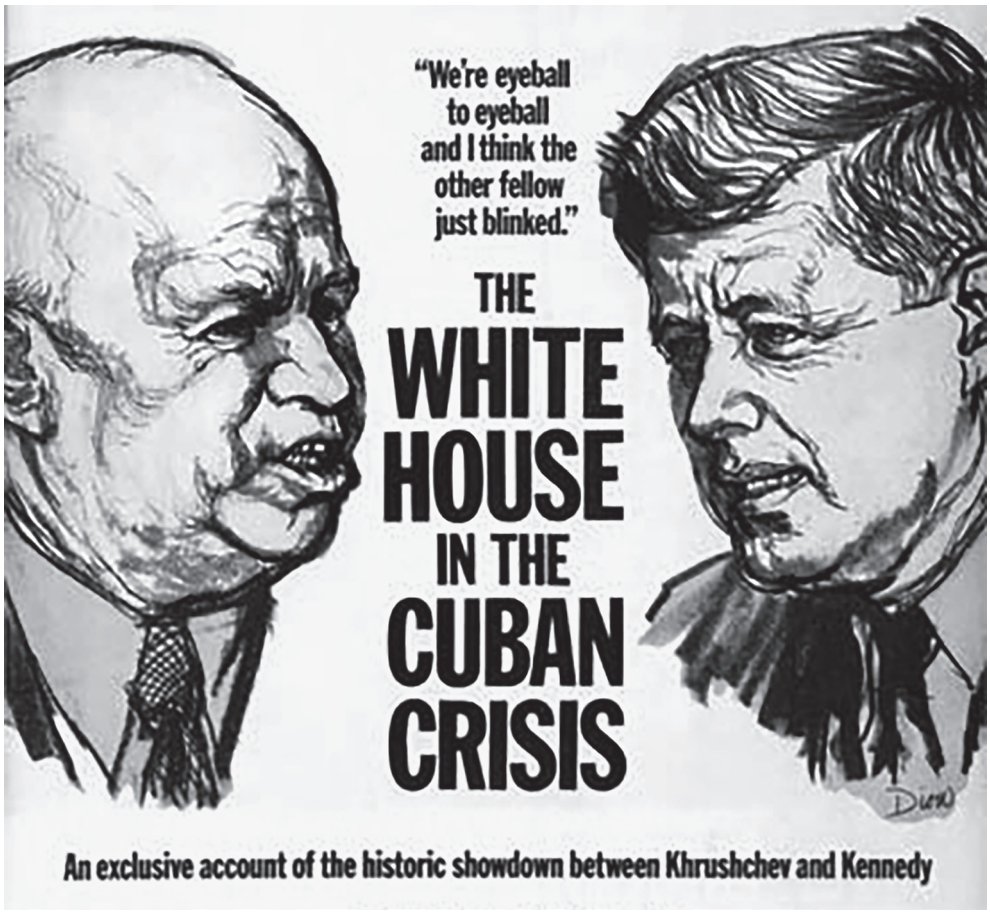
SOURCE C

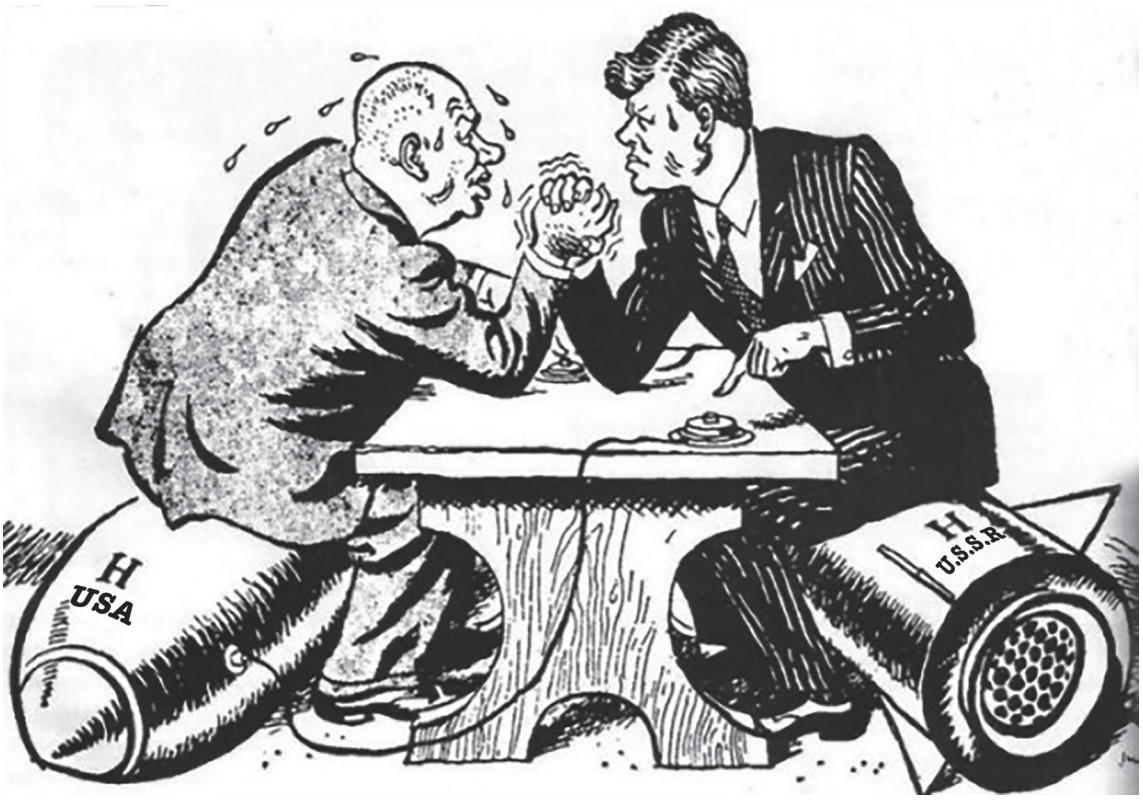
A cartoon published in an American newspaper in October 1962. Kennedy is saying to Khrushchev, 'I'd reconsider if I were you!'

SOURCE D



An advertisement, in an American newspaper, for a book published in October 2012.

SOURCE E



A cartoon published in a British newspaper, 29 October 1962. The caption reads, 'OK, Mr President, let's talk.'

SOURCE F

Good evening my fellow citizens.

Within the past week, unmistakable evidence has established that a series of offensive missile sites is now in preparation on Cuba. Their purpose can be none other than to provide a nuclear strike capability against the Western Hemisphere.

The characteristics of these new missile sites indicate two types of installations. Several of them include medium range ballistic missiles capable of striking Washington DC, Mexico City or any other city in the south-eastern part of the United States.

Additional sites appear to be designed for intermediate range ballistic missiles – capable of travelling twice as far. This transformation of Cuba into an important strategic base is an explicit threat to the peace and security of all the Americas.

From a speech by President Kennedy to the American people, 22 October 1962.

SOURCE G

The accounts of the crisis did not make clear that it was a power confrontation, that the power of the USA was incomparably superior to that of the USSR, and that the leaders of both nations knew this to be a fact. The United States, it is worth repeating, could have erased every important Soviet military installation and population centre in two or three hours, while the strike capability of the USSR was negligible. Although Kennedy held the trump cards, he granted the Communist empire a privileged sanctuary in the Caribbean by means of the 'no invasion' pledge.

From a book entitled 'Dagger in the Heart: American Failures in Cuba', by Mario Lazo, published in 1968. Lazo was a Cuban supporter of the Batista regime. After the Cuban revolution he fled to the United States.

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Now answer **all** the following questions. 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 the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

1 Study Source A.

How far do you agree that this source is useful as evidence about the Cuban Missile Crisis? Explain your answer using details of the source and your knowledge. [7]

2 Study Source B.

What impressions does this source give of Khrushchev? Explain your answer using details of the source. [7]

3 Study Source C.

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

4 Study Sources D and E.

How far do these two sources agree about the Cuban Missile Crisis? Explain your answer using details of the sources and your knowledge. [8]

5 Study Sources F and G.

How far does Source G make Source F surprising? Explain your answer using details of the sources and your knowledge. [8]

6 Study **all** the sources.

How far do these sources provide convincing evidence that the Cuban Missile Crisis was simply about personal rivalry between Kennedy and Khrushchev? Use the sources to explain your answer. [12]

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