Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY **0470/21**

Paper 2 **May/June 2019**

2 hours

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

This paper has two options.
Choose **one** option, and answer **all** of the questions on that topic.
Option A: Nineteenth century topic [p2–p6]
Option B: Twentieth century topic [p8–p12]

The number of marks is given in brackets [ ] at the end of each question or part question.

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **11** printed pages, **1** blank page and **1** Insert.

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Cambridge Assessment International Education

Option A: Nineteenth century topic

DID THE EVENTS OF 1857 IN INDIA AMOUNT TO A NATIONAL WAR OF INDEPENDENCE?

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

Background Information

There has been much controversy over the events that started in India with a mutiny of sepoys on 10 May 1857. At the time, and since, these events have been represented in different ways. Many British accounts at the time presented the events as backward, unorganised and irrational attempts to preserve India from 'progress' caused by unfounded fears about some cartridges greased with pig and cow fat and by other immediate grievances about sepoys' conditions of employment in the army. On the other hand, some accounts, often Indian, presented the events in a way that would demonstrate poor government by the East India Company. The events were portrayed as organised and as representing a national war for independence.

Did the events of 1857 amount to a war of independence?

SOURCE A

The mutiny began with rumours that the new cartridges about to be issued were lubricated with animal fat. To many sepoys, this seemed to prove that the British did have a plan to Christianise India – which many of them did. The fact that the cartridges had nothing to do with that plan was beside the point. The Indian Mutiny was therefore much more than its name implies. It was a full-blown war. And its causes were more profound than grease-coated cartridges. 'The First War of Independence' is what the Indian schoolbooks and monuments call it. Yet Indians fought on both sides and independence was not the issue. It had its humdrum causes: the frustration of Indian soldiers at their lack of promotion, for example. Of far greater significance was an Indian conservative reaction against a succession of British interferences with Indian culture, which seemed to - and in many ways actually did – add up to a plot to Christianise India. First and foremost, as the scant Indian testimony which has survived makes clear, this was indeed 'a war in the cause of religion'.

The siege of Lucknow was caused by the British annexation of the province of Oudh. This annexation can be seen as one of the political causes of the Mutiny. Delhi was the historic capital of the Mughal Empire and surely the crucial battleground of the mutineers if they genuinely dreamt of ousting the British from India. And indeed many of the Muslim mutineers did look for leadership to the Bahadur Shah Zafar, last of the Mughals. There still survives a five-point proclamation issued in his name appealing to a broad range of Indian social groups. It is the nearest thing produced during the Mutiny to a manifesto for national independence. Yet the memorial to the soldiers killed fighting on the British side, which still stands on a hill overlooking Delhi, shows how little this appeal was heeded. The inscription shows that 82% of the casualties among ranks below officers were classified as 'native'.

From a history book published in 2004.

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SOURCE B

Many reasons contributed to the outbreak. One theory suggests that after the annexation of Oudh by the East India Company in 1856, many sepoys were deprived of benefits they had enjoyed. Another theory attributes the discontent among sepoys to the presence of missionaries. Local sepoys were convinced that the Company was masterminding mass conversions of Hindus and Muslims to Christianity. A third reasoning indicates that the changes to the terms of professional service of the sepoys and lack of promotion may have created significant resentment. As the jurisdiction of the East India Company expanded, the soldiers were expected to serve in less familiar regions such as Burma. Another financial grievance was the recent removal of pensions for sepoys. While it only applied to new recruits, it was suspected that it would also apply to those already in service.

This build up of resentment over time resulted in the eventual outbreak on May 10, 1857 at Meerut. They rebelled against the British establishment. The fire spread rapidly and soon several mutinies and civilian rebellions erupted. In some regions, such as Oudh, the rebellion took on the attributes of a patriotic revolt against the European presence. Rebel leaders became national heroes. While the rebellion of 1857 was primarily a mutiny against the practices of the East India Company, it sparked nationalist sentiments in the hearts of Indians across the sub-continent. It was a patriotic awakening, even if at the deepest sub-conscious levels for most people. Hence, later on, it came to be regarded as India's First War of Independence.

From a recent article on a website about Indian history.

SOURCE C

The Emperor, hearing the noise, told his attendants to call the native officers forward so that they might explain what was happening. The officers explained that they had been required to bite cartridges greased with pork and beef fat which would deprive them of their religion. They had killed the Europeans at Meerut, and had come to claim his protection. The Emperor replied, 'I did not call for you; you have acted very wickedly.' On hearing this, about one or two hundred of the soldiers climbed the steps and came into the hall, saying, 'Unless you join us we are all dead men and we must in that case just do what we can for ourselves.'

An account of events in Delhi on 11 May 1857 by one of the Emperor's officials. He is describing what happened when soldiers massed in the courtyard of the Emperor's palace.

SOURCE D

Hindus and Mahomedans of India! Of all the gifts of God, the most gracious is that of self-rule. Will the oppressive Demon who has robbed you of it by deceit be able to keep it away from us for ever? No, no. Are you going to remain idle even now? God has inspired in the hearts of Hindus and Mahomedans the desire to turn the English out of the country. In this our army, the differences of small and great shall be forgotten.

A proclamation issued by Bahadur Shah Zafar, the Mughal Emperor of India, at the end of May 1857.

SOURCE E

During the extraordinary trouble from which we are now emerging, nothing has cheered our minds as much as the fact that the disaffection of the native troops has originated in their dread of the growing power of Christianity. Most strangely, they have mistakenly believed that the Government was trying to entrap them into the sacrifice of their caste, yet we believe they are right in fearing that their idols and superstitions are decaying and will be speedily overthrown, though not by might nor by power.

From an article in the 'Missionary Herald', August 1857.

SOURCE F

Nothing occurred to suggest the approach of such terrible upheavals, on the contrary Mr Bradbury was welcomed with the utmost courtesy and respect by the natives, and his message was listened to with general attention and evident interest, which may serve to show that Christian teaching has in no way helped to bring about the catastrophe. The main insurgents such as sepoys and Muslims were from that class of the native community that has least contact with the missionaries.

From an article published in the 'Missionary Magazine', November 1857. The article describes a tour of India by James Bradbury, a clergyman and missionary.

SOURCE G

An illustration entitled 'Mutinous Sepoys Dividing Spoils' from 'The History of the Indian Mutiny', published in Britain in 1860. 'Spoils' means the items stolen during the fighting.

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SOURCE H

Of all the surprising incidents connected with the Revolution of 1857, the most striking was the secrecy with which the vast movement was organised. The clever English administrators had so little information about the movement that even after widespread revolutionary upheaval they still persisted in the belief that it was due to the greased cartridges! It was the holy passion of love for their country that inspired the heroes of 1857. We cannot admire enough the skills of leaders like Nana Sahib, who secretly perfected the organisation of the movement under the noses of English officials. They taught the necessity of united action to Hindus and Mahomedans and infused the revolutionary spirit among all classes. If the Revolution had been due only to the cartridges, why did the Emperor of Delhi and the Queen of Jhansi join it?

From 'The Indian War of Independence' by V D Savarkar, published in 1909. He was a pro-independence revolutionary imprisoned by the British between 1910 and 1921. His book was banned in India by the British.

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 Sources A and B.

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

2 Study Sources C and D.

After reading Source C, are you surprised by Source D? Explain your answer using details of the sources and your knowledge. [8]

3 Study Sources E and F.

Does Source E prove Source F to be wrong? Explain your answer using details of the sources and your knowledge. [8]

4 Study Source G.

Why was this illustration used in this book? Explain your answer using details of the source and your knowledge. [8]

5 Study Source H.

How useful is this source as evidence about the events of 1857? Explain your answer using details of the source and your knowledge. [7]

6 Study **all** the sources.

How far do these sources provide convincing evidence that the events of 1857 amounted to a national war of independence? Use the sources to explain your answer. [12]

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Option B: Twentieth century topic

WHO WAS THE AGGRESSOR IN KOREA IN 1950?

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

Background Information

In 1945, towards the end of the Second World War, the Soviet Union took control of the northern half of Korea and the USA took control of the south. In 1948 the Democratic People's Republic of Korea was established in the north by the Soviets, while in the south the Republic of Korea was set up with the help of the United Nations. Both governments claimed to be the legitimate government of the whole of Korea.

Between 1948 and 1950 there were several clashes between the two sides and in June 1950 serious fighting broke out. The USA suspected the Soviet Union and China of being behind the actions of North Korea and claimed that communist expansion threatened South-East Asia and beyond and asked the United Nations to act. On the other hand, the Soviets and Chinese claimed that the forces backing South Korea represented not the United Nations, but the USA.

Who was responsible for conflict over Korea?

SOURCE A

Upset by the fast and astonishing growth of the power of North Korea, the American invaders hastened the preparation of an aggressive war in order to destroy it in its infancy. The American imperialists furiously carried out the war project in 1950. The American invaders who had been preparing the war for a long time, alongside their puppets, finally began the war on 25 June. They unexpectedly attacked us, and the war clouds hung over the once peaceful country, accompanied by the echoing roar of cannons.

Having passed the 38th parallel, the enemies crawled deeper and deeper into the North. The invading forces of the enemies had to be eliminated and our country and people had to be saved from their threatened fate.

From a school textbook published in 2001.

SOURCE B

When the overthrow of the South Korean government through social confusion became too difficult, the North Korean communists switched to a stick-and-carrot strategy: seeming to offer peaceful negotiations, they were instead analysing the right moment of attack and preparing themselves for it.

Kim Il-sung secretly visited the Soviet Union and was promised the alliance of the Soviets and China in case of war. Finally, at dawn on 25 June 1950, the North began their southward aggression along the 38th parallel. Taken by surprise at these unexpected attacks, the army of South Korea fought courageously to defend the liberty of the country. A United Nations' statement denounced the North Korean military action as illegal and as a threat to peace, and a decision was made to help the South.

From a school textbook published in 2001.

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SOURCE C

Dear brothers and sisters!

Great danger threatens our motherland and its people. What is needed to liquidate this menace? In this war we wage against the Syngman Rhee clique, the Korean people must defend the Korean People's Republic, they must liquidate the unpatriotic fascist puppet regime of Syngman Rhee, they must liberate the southern part of our motherland. We must complete the unification of the motherland and create a single, independent, democratic state. The war which we are forced to wage is a just war for the unification of the motherland and for freedom and democracy.

From a radio broadcast by Kim Il-sung, the Prime Minister of North Korea, to the nation, 26 June 1950. Syngman Rhee was President of South Korea.

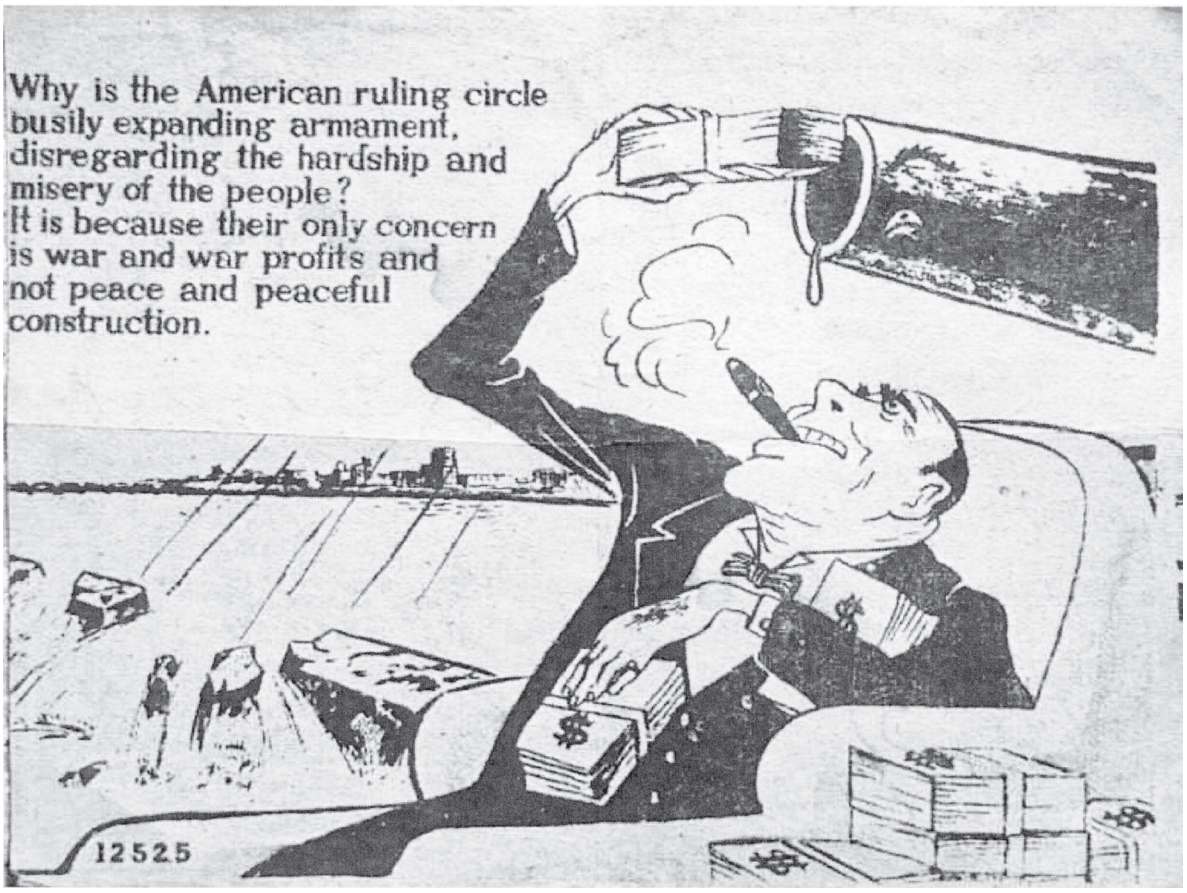
SOURCE D

Kim Il-sung informed me that the armaments he had requested during his stay in Moscow had arrived. He said that he had inspected his army and believed it would be ready to fight by the end of June. The head of the North Korean army has planned the offensive and Kim Il-sung has approved these plans. He said he would like to begin military actions against the South at the end of June.

My opinion is the following: since Kim Il-sung is in the mood to launch the campaign at the end of June, we should agree with this deadline.

A telegram from the Soviet Ambassador in North Korea to the Soviet government, 30 May 1950.

SOURCE E



A leaflet distributed in Korea during the war.

SOURCE F

PHONEY PEACE PARADE

A cartoon entitled 'Phoney Peace Parade' published in Britain, 4 July 1950. Britain had asked the Soviets to help bring about a peaceful settlement and they promptly mounted a 'peace' campaign.

SOURCE G

In the past it has always been our view that the North Korean forces would have little difficulty in dealing effectively with the forces of South Korea. This was naturally (since they trained South Korean forces) not the American view. Recently, however, they have been coming round to our way of thinking. There can be no doubt that the ultimate aim of the North is to overrun the South; and I think in the long term there is no doubt that they will do so. Their method of achieving this will be to prepare the South from within. An invasion is unlikely. However, if it did take place, I think it is unlikely that the Americans would become involved. The possession of South Korea is not essential for Allied strategic plans.

An assessment of the situation produced by military experts for the British government, December 1949.

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 Sources A and B.

Which one of these textbooks was used in schools in South Korea and which one was used in North Korean schools? Explain your answer using details of the sources. [7]

2 Study Sources C and D.

Does Source C prove that the Soviet Ambassador (Source D) was wrong? Explain your answer using details of the sources and your knowledge. [8]

3 Study Source E.

Why was Source E distributed in Korea? Explain your answer using details of the source and your knowledge. [8]

4 Study Source F.

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

5 Study Source G.

Are you surprised by this source? Explain your answer using details of the source and your knowledge. [7]

6 Study **all** the sources.

How far do these sources provide convincing evidence that South Korea and the USA were to blame for the Korean War? Use the sources to explain your answer. [12]

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