



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

HISTORY

0470/02

Paper 2

For Examination from 2015

SPECIMEN PAPER

2 hours

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

Write your Centre number, candidate number and name on the work you hand in.

Write in dark blue or black pen.

You may use an HB pencil for any diagrams, graphs or rough working.

Do not use staples, paper clips, glue or correction fluid.

This paper has two options.

Choose **one** option, and answer **all** the questions on that topic.

Option A: 19th Century topic (pages 2–5)

Option B: 20th Century topic (pages 6–9)

At the end of the examination, fasten all your work securely together.

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

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

This document consists of **9** printed pages and **1** blank page.



Option A: 19th Century topic**WAS THE AMERICAN CIVIL WAR CAUSED BY SLAVERY?**

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

Background Information

On 12 April 1861, Confederate forces opened fire on Federal troops in Fort Sumter. The Civil War had begun. Relations between North and South had been getting worse for some years. It has often been claimed that it was slavery that destroyed relations between North and South.

Did slavery really cause the American Civil War?

SOURCE A

Defenders of slavery argued that it was economically necessary because white men could not work in the heat. Freedom would be a hardship to the slaves because free blacks would have to take on all the cares and responsibilities of looking after themselves. They quoted from the Bible to show slavery was not morally wrong. Judge Harper claimed they supported slavery because of 'our humanity and consideration for the slaves themselves'.

In reply the abolitionists argued that poorer whites did work in the South and that paid labour could be profitable. They said that blacks were human beings and that Christianity demanded that they should have the basic rights of human beings. In pamphlets, the abolitionists exaggerated the cruelty and injustice of slavery. Slaveowners were described as totally corrupt and dishonest. This personal abuse was painful to proud Southerners. Perhaps even more effective was the claim that slavery led to tyranny and injustice. Many Americans thought it against the Constitution that basic human rights should be denied, and saw slaveowners' demands as a threat to freedom throughout the Union. To slaveowners – not surprisingly – it seemed the North was determined to destroy them.

From a history book published in 1972.

SOURCE B

The Civil War was caused by Northern aggression against Southern rights. It was the issue of the expansion of slavery, rather than its mere existence, that divided the nation. In the mid-1850s a new Northern political party, the Republican party, emerged, pledged to stop the further spread of slavery. The containment of slavery should ensure that ultimately it withered and died. That was just what Southerners feared. The Northern population, helped by immigration, was already growing at a much faster rate than the Southern. Worried by the population imbalance, Southerners increasingly accepted the view that sovereignty lay in the individual states and that in certain circumstances secession might well be a justified process.

Secession did not necessarily mean war. Lincoln's government could have allowed the states to depart in peace. But most Northerners were not willing to accept the break-up of the Union. In 1861 Lincoln was not pledged to end slavery; he was simply pledged to preserve the Union. The Confederate states were fighting for the right to self-determination. While few Northerners were willing to fight to the death to free the slaves, most were prepared to fight to save the Union. The slave issue meant they had to fight to save the Union.

From a history book published in 2002.

SOURCE C

A cartoon published in America in November 1859, just after John Brown's raid at Harper's Ferry in Virginia. The caption reads 'A Southern planter arming his slaves to resist invasion.'

**SOURCE D**

I think you would upset our chances altogether if you had your way. We'll get them back; just give us a little time. We didn't go into the war to put down slavery, but to put the flag back, and to act differently at this moment, would, I have no doubt, not only weaken our cause but look like bad faith; for I never should have had votes enough to send me here if the people had thought I should try to use my power to upset slavery. The first thing you'd see would be a mutiny in the army. No, we must wait until every other means has been exhausted. This issue of slavery will keep.

President Lincoln speaking in the summer of 1861, just after he had reversed an emancipation order freeing slaves in Missouri.

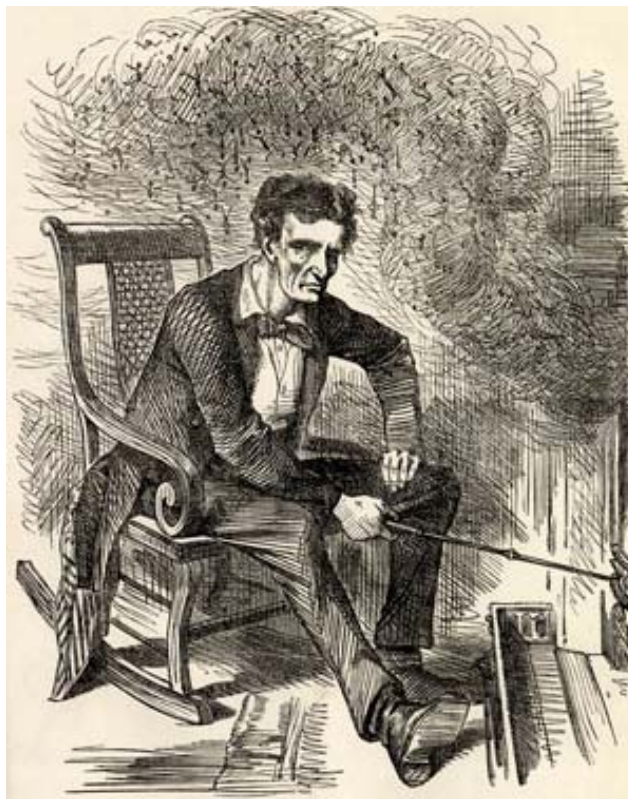
SOURCE E

One in eight of the whole population was coloured slaves, not distributed equally over the Union, but localized in the southern part of it. All knew that these slaves were somehow the cause of war. To strengthen, perpetuate, and extend slavery was the aim for which insurgents would split the Union even by war, while the government claimed no right to do more than to restrict the territorial enlargement of it.

President Lincoln speaking in March 1865.

SOURCE F

A cartoon published in May 1861. The cartoon is entitled, 'The American Difficulty'. Lincoln is thinking to himself, 'What a nice White House this would be, if it were not for the Blacks!'

**SOURCE G**

A British cartoon published in September, 1861.



5

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 disagree? Explain your answer using details of the sources. [7]

2 Study Source C.

Are you surprised by this source? Explain your answer using details of the source and your knowledge. [8]

3 Study Sources D and E.

Was Lincoln lying in one of these sources? Explain your answer using details of the sources and your knowledge. [8]

4 Study Source F.

Why was this source published in May 1861? Explain your answer using details of the source and your knowledge. [7]

5 Study Source G.

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

6 Study **all** the sources.

How far do these sources provide convincing evidence that the Civil War was caused by the issue of slavery? Use the sources to explain your answer. [12]

Option B: 20th Century topic

WHY DID KHRUSHCHEV PUT NUCLEAR MISSILES INTO CUBA?

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

Background Information

On 14 October 1962 an American U-2 spy plane took photographs of Soviet nuclear missile sites being built in Cuba. Missiles launched from these sites would be able to reach most American cities. The crisis that followed almost brought America and the Soviet Union to war. On 28 October Khrushchev agreed to dismantle the sites. Why did he put missiles into Cuba? Was it to protect Cuba, or did he have other motives?

SOURCE A

A cartoon published in the Soviet Union in 1960. The notice held by a member of the US government says to Castro, 'I forbid you to make friends with the Soviet Union.'

**SOURCE B**

In May 1962 Khrushchev visited Bulgaria. Walking on the beach he was acutely aware that on the opposite shore of the Black Sea, in Turkey, there were American military bases with nuclear warheads capable of wiping out Moscow in a matter of minutes. It was about then that an idea formed in Khrushchev's mind of placing missiles in a base close to the United States. 'Why not throw a hedgehog at Uncle Sam's pants?' Khrushchev asked.

Cuba provided the perfect site. Khrushchev talked with colleagues and then the Presidium in Moscow. His plan to place short-and-medium-range missiles in America's backyard would, overnight, create a parity with America's long-range weapons.

From a history book published in 1998.

SOURCE C

Cuba's geographical position has always made it very vulnerable to its enemies. We were sure that the Americans would never reconcile themselves to the existence of Castro's Cuba. Given this continual threat of American interference, what should our own policy be? This question was constantly on my mind, and I frequently discussed it with the other members of the Presidium. Everyone agreed that America would not leave Cuba alone unless we did something.

While I was on an official visit to Bulgaria, one thought kept hammering away at my brain: what will happen if we lose Cuba? The logical answer was missiles. The United States had already surrounded the Soviet Union with its own bomber bases and missiles. It was during my visit to Bulgaria that I had the idea of installing missiles with nuclear warheads in Cuba.

From Khrushchev's memoirs published in 1971.

SOURCE D

A cartoon published in Britain, 17 October 1962. President Kennedy is on the left, Khrushchev is on the right. Both men are reading books entitled 'Hints On Pruning'. (Pruning means cutting back.)



SOURCE E

This is my proposal. No more weapons to Cuba and those within Cuba withdrawn or destroyed, and you respond by ending your blockade and also agree not to invade Cuba.

From a letter by Khrushchev to President Kennedy during the crisis, 26 October 1962.

SOURCE F

Our purpose has been to help Cuba develop as its people desire. You want to relieve your country from danger. Your rockets are stationed on Turkey. You are worried about Cuba. You say it worries you because it lies at a distance of 90 miles from the United States. Turkey lies next to us!

I make this proposal. We agree to remove the missiles from Cuba. The United States will remove its missiles from Turkey.

From a letter by Khrushchev to President Kennedy, 27 October 1962.

SOURCE G

Khrushchev read a message from President Kennedy: 'We are going to withdraw the missiles from Turkey.' When I heard that, I imagine that Khrushchev knew it was the last thing I wanted to hear. He knew how we were totally against being used as a bargaining chip. That went against the theory the missiles had been sent to defend Cuba. You do not defend Cuba by withdrawing missiles from Turkey.

Castro, in 1992, remembering a conversation with Khrushchev in 1963.

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.

Why was this cartoon published in the Soviet Union in 1960? Explain your answer using details of the source and your knowledge. [7]

2 Study Source B and C.

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

3 Study Source D.

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

4 Study Sources E and F.

Was Khrushchev lying in one of these sources? Explain your answer using details of the sources 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. [8]

6 Study **all** the sources.

How far do these sources provide convincing evidence that Khrushchev put missiles into Cuba to protect Cuba from the USA? Use the sources to explain your answer. [12]

BLANK PAGE

Copyright Acknowledgements:

Option A Source B	© Alan Farmer; <i>The American Civil War 1861-65</i> ; Hodder & Stoughton; 2002.
Option A Source C	© www.BlackHistory.Harpweek.com .
Option A Source D	© D E.Fehrenbacher & V Fehrenbacher; <i>Recollected Words of Abraham Lincoln</i> ; Stanford University Press; 1996.
Option A Source E	© Alan Farmer; <i>The American Civil War 1861-65</i> ; Hodder & Stoughton; 2002.
Option A Source F	© Cartoon; <i>The American Difficulty</i> ; http://www.fotosearch.com/CCT007/q66056/ .
Option A Source G	© arthisto.umn.Tennielweb/punch; Punch.
Option B Source A	© J Isaacs & T Downing; <i>Cold War</i> ; Bantam Press; 1998.
Option B Source B	© http://homepages.stmartin.edu/Fac_Staff/rlangill/PLS%20310/Back%20Yard-%20Guatemala%20and%20Cuba%201954-1962.htm .
Option B Source C	© ed. C Crankshaw; <i>Khrushchev Remembers</i> ; Andre Deutsch; 1971.
Option B Source D	© Punch Magazine; 1962.
Option B Source E	© T McAleavy; <i>Modern World History</i> ; Cambridge University Press; 1996.
Option B Source F	© T McAleavy; <i>Modern World History</i> ; Cambridge University Press; 1996.
Option B Source G	© Mike Sewell; <i>The Cold War (Cambridge Perspectives in History)</i> ; Cambridge University Press; 2002.

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.