Cambridge Assessment International Education

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HISTORY **0470/22**

Paper 2 **May/June 2023**

2 hours

2807722491

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. Any blank pages are indicated.

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Option A: Nineteenth century topic

HOW FAR DID AFRICA AND AFRICANS BENEFIT FROM EUROPEAN IMPERIALISM?

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

Background Information

The debate over the impact of European imperialism on Africa arouses strong opinions. On one side of the debate there are claims that it is impossible to put a price on the suffering it caused, and that it involved the brutal repression of the indigenous peoples and increased the wealth of Europe at the expense of Africa. On the other hand, there are claims that it led to gains for Africa in areas of medicine and technological knowledge, and that it sowed the seeds for democratic systems of government.

Was the overall impact of imperialism beneficial or harmful for Africa?

SOURCE A

Imperialism led to Africans losing their land and their independence. Even the British system of indirect rule failed to leave African rulers free to behave as if nothing had changed with colonisation. The British disrupted traditional African culture and ways of living. Traditional authority figures were replaced and the gap between African chiefs and their people was widened. African economies were changed and became dependent on trade with Britain. The change to cash crops led to famine. Men were forced to leave villages to find ways to support themselves and their families. The division of Africa was harmful. Long-term rival chiefdoms were forced together. At other times, kinship groups were split between colonies. The artificial boundaries created problems for the nations that evolved from the former colonies. However, colonialism did lead to some improvements in sanitation, and provided hospitals and schools. Lifespans increased and literacy rates improved, although many died of new diseases such as smallpox. To aid economic growth, railroads, dams, and telephone and telegraph lines were built, but these mostly benefited European business interests, not Africans. Even fighting against slavery helped Britain's trading interests.

From a recent history book.

SOURCE B

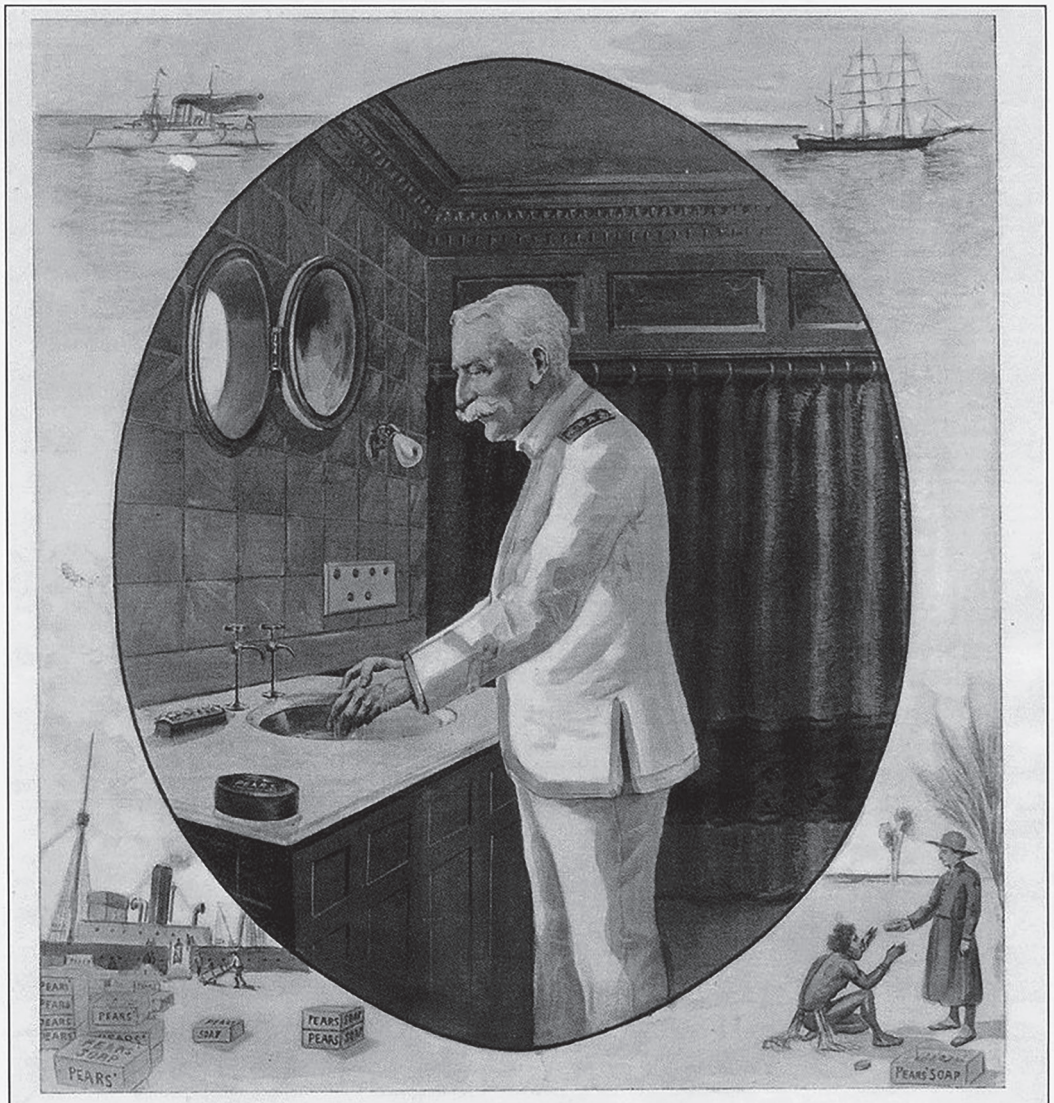
It is difficult to make a sweeping judgement about British rule in Africa, but there were many benefits for Africans. The British system of indirect rule meant that power was exercised through African political structures and local rulers were still powerful. Africans were helped by Western medicine and formal education was introduced promoting literacy. Road systems, railroads, water and electricity were introduced. The Christian religion took away the need for sacrifices and rituals. Boundaries were established, making the process of independence easier.

Colonial governments took over much of the land for their mines and farms. Belgium and Britain were most responsible for taking the best land and encouraging settlers into these areas. They used Africans as cheap labour in the mines and farms. Many African men were separated from their families and African villages lost their manpower for food production. Cash crops were introduced to meet the industrial needs of European countries and famine resulted from neglecting the production of basic foodstuffs. However, Africans in British colonies were often better off and the British were more tolerant of local religions and customs. The British put enormous resources into combating slavery. The Royal Navy stopped slave ships while British missionaries and explorers, with the help of British officials, worked tirelessly to stop the slave trade.

From a recent history book.

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SOURCE C



The first step towards lightening

The White Man's Burden

is through teaching the virtues of cleanliness.

Pears' Soap

is a potent factor in brightening the dark corners of the earth as civilization advances, while amongst the cultured of all nations it holds the highest place—it is the ideal toilet soap.

A British advertisement for soap, 1890s.

SOURCE D

Content removed due to copyright restrictions.

A photograph of a village school established by German missionaries in South West Africa, 1910.

SOURCE E

More large schools with European masters, where trades could be learnt and discipline enforced, are wanted in every district, so that there may be more thoroughness about the education. The expense would be large, but it is a matter of vital importance to the Colony that the young may be so trained that they can take their places worthily as members of a civilised and industrious community.

From a report by the Chief Magistrate for the Division of Transkei, to the Parliament of the Cape Colony, 1879.

SOURCE F

All the Powers bind themselves to watch over the preservation of the native tribes, and to care for the improvement of the conditions of their moral and material well-being and to help in suppressing slavery. They shall protect all religious, scientific or charitable institutions which aim at instructing the natives and bringing home to them the blessings of civilisation. Christian missionaries, scientists, and explorers shall likewise be the objects of special protection. Freedom of conscience and religious toleration are guaranteed to the natives.

From the agreements reached at the Berlin Conference (1884–85) which was attended by fourteen countries. The Conference was called to reach agreement over the partitioning of Africa.

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SOURCE G

The charges brought by the Association are directed against an entire system of administration which it condemns.

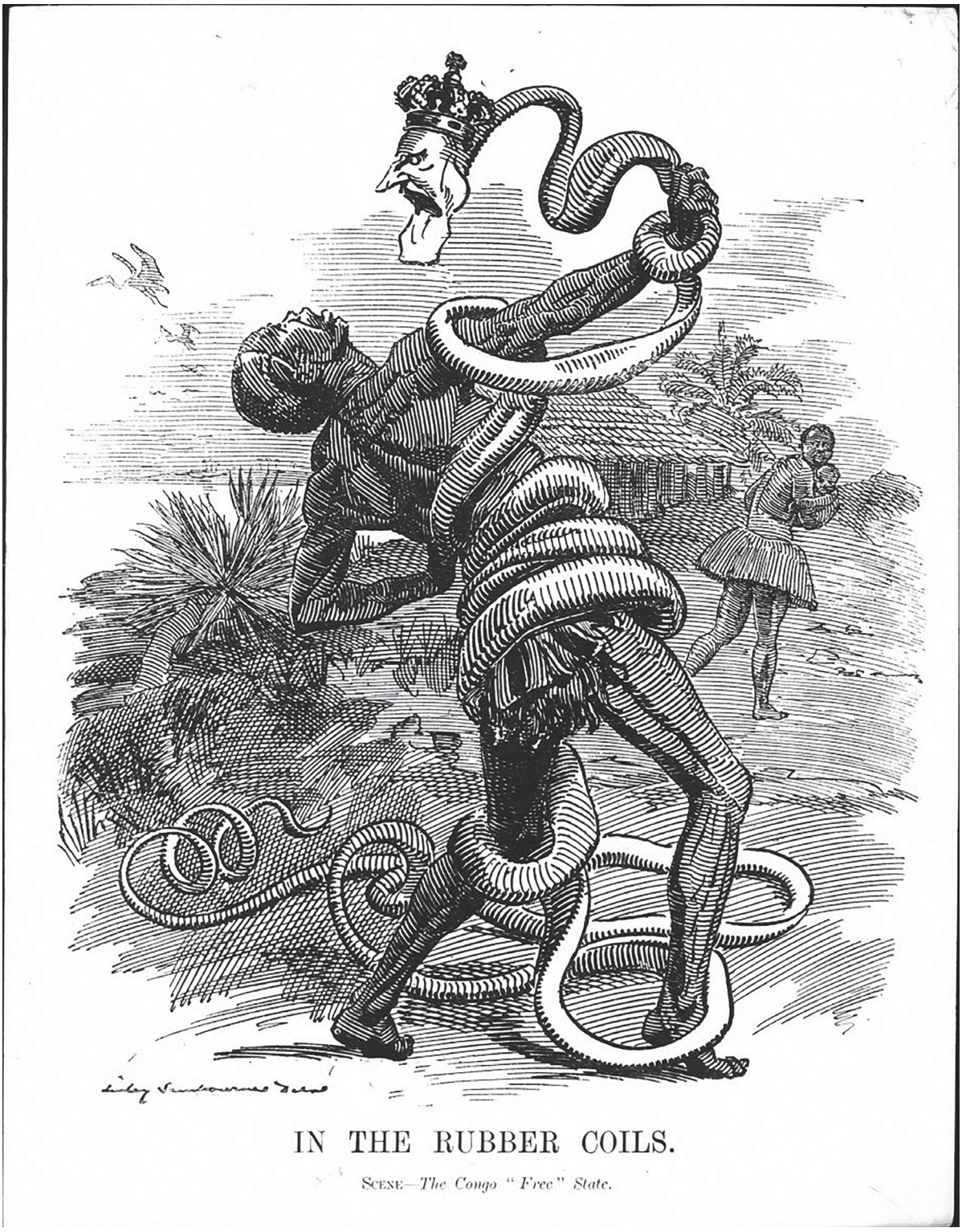
Mr Harris' Testimony

I called attention to the atrocities including murders of men, women and children, destruction of the Baringa towns and the resulting famine. The murder of the chief of the village of Bolima, and the killing and cutting up of his wives. The public floggings of practically any and everyone. I then mentioned that the forests are exhausted of rubber. This is because the vines have been worked in such a way that all the rubber roots need a rest and the natives are now reduced to digging up these roots in order to get rubber.

Huge taxes are imposed on the people by the ABIR agents. These taxes are levied on the food of the people. The whole village was under the despotic control of the ABIR sentries who resorted to murder and cannibalism.

From a report of the evidence given to the Commission of Inquiry in 1904 into accusations of atrocities in the Congo Free State. It was published in London in 1905 by the Congo Reform Association which was worried that Leopold II of Belgium would not publish the findings of the Commission. The ABIR was the Abir Congo Company which ran part of the Congo Free State for Leopold.

SOURCE H



A cartoon published in a British magazine, 1906. The head wearing a crown represents King Leopold II of Belgium.

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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 Sources A and B.

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

2 Study Source C.

How reliable is Source C as evidence about European imperialism? Explain your answer using details of the source and your knowledge. [7]

3 Study Sources D and E.

Is one of these sources more useful than the other to a historian studying colonial Africa? Explain your answer using details of the sources and your knowledge. [8]

4 Study Sources F and G.

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

5 Study Source H.

Why was this source published in 1906? 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 imperialism had a beneficial impact on Africa? Use the sources to explain your answer. [12]

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Option B: Twentieth century topic

WAS THE ANSCHLUSS SUPPORTED BY THE AUSTRIAN PEOPLE?

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

Background Information

After Hitler came to power, Nazi propaganda in Austria in favour of a union with Germany intensified. In 1934 Austrian Nazis assassinated the chancellor, Dollfuss. His replacement, Schuschnigg, decided to hold a plebiscite in 1938 to see if Austrians wanted a free and independent Austria. Under Nazi pressure, he cancelled the plebiscite and resigned. On the next day, 12 March 1938, German troops entered Austria, and one day later, Austria was incorporated into Germany. A plebiscite was held in April and showed overwhelming support for the union in Germany and in Austria.

Hitler claimed that the German people had a right to self-determination and that this involved uniting all Germans, including those in Austria, in a Greater Germany. He also claimed that the overwhelming majority of Austrians wanted a union with Germany. Austrians like Schuschnigg, as well as many European countries, regarded Austria as an independent country and saw the events of March 1938 as a conquest by Germany.

How far did the Austrian people support the Anschluss?

SOURCE A

When the German army marched into Austria on 12 March 1938, it did not have to fight because it was welcomed by the Austrian people. A life-long ambition of Hitler, the 'return' of German-Austria to the Greater German Reich, was fulfilled. Newsreels of Hitler announcing the event in Vienna, and the ecstatic crowds who were listening to him, went all round the world at the time. They showed that the vast majority of Austrians supported the Anschluss. This was reinforced on 10 April when a plebiscite was held in Germany and Austria. Although the plebiscite was subject to Nazi propaganda and intimidation, the result (99.8 per cent of Austrians in favour of the Anschluss) did represent the genuine German nationalist feeling in Austria at the time.

How many Austrians behind closed doors were secretly against the Anschluss remains unknown but only one 'unhappy face' of an Austrian in public when the Germans marched in has ever been produced. Recent research has suggested that two-thirds of the electorate were genuinely in favour of German rule. What is not in dispute is the intensity of the anti-Semitic aggression that was soon unleashed on Austria's Jews. Mobs roved the streets inflicting physical abuse and ritual humiliation (like forced washing of pavements) on anyone suspected of hostility to the new regime. All of this represented the attitudes of the time in 1930s Austria where the majority of Vienna's clubs and organisations refused to accept Jews as members.

From a recent history book.

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SOURCE B

As late as 1935 Hitler announced in a speech that he did not plan to annex Austria or conclude an Anschluss. However, by 1938 he was determined that the plebiscite Schuschnigg planned for 13 March would not take place. Hitler was worried that if Austrians were allowed to decide for themselves, they would vote against an Anschluss. When the German army marched into Austria on 12 March, it was an invasion. To avoid bloodshed Schuschnigg ordered his forces not to resist. In 2008 Otto von Habsburg, the 95-year old son of the country's last emperor, said that Austria was a victim and that the thousands who greeted Hitler were just like 'highspirited football fans'.

The plebiscite on 10 April was manipulated by the Nazis to show that 99 per cent of the Austrian people wanted union with Germany. Neither Jews nor Roma (Gypsies) were allowed to vote. How much support the Nazi regime actually enjoyed in Austria has been much debated ever since. Newsreels from the time show enthusiastic crowds but some historians suggest that the newsreels were misleading – who, after all, had filmed the people who were silently weeping at home? – and also that the plebiscite result was distorted due to the propaganda, intimidation and manipulation.

From a history book.

SOURCE C



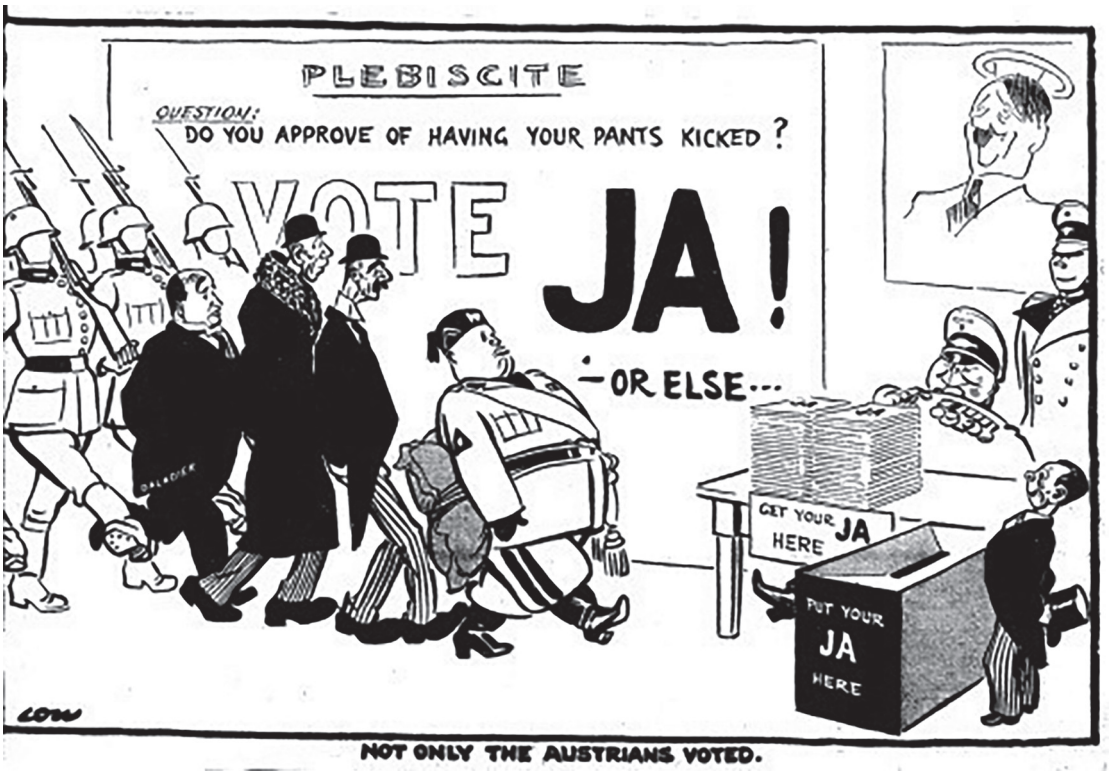
A photograph of Austrians as the German army entered Vienna on 14 March 1938.

SOURCE D



A cartoon published in a British newspaper, 15 March 1938. It shows the marriage of Germany and Austria.

SOURCE E



A cartoon published in a British newspaper, 12 April 1938. The figures on the left include Daladier, Chamberlain and Mussolini, and on the right, Goering, Goebbels and Hitler. 'Ja' means 'Yes' in German.

SOURCE F

The seriousness of the event on 12 March cannot be exaggerated. Europe is confronted with a programme of aggression, unfolding stage by stage, and there is only one choice open to us and to other countries – either to submit, like Austria, or to take effective measures while time remains to ward off the danger. If we were to delay, how much should we throw away of resources which are now available for our security and for the maintenance of peace?

We cannot leave the Austrian question where it is. We cannot accept as a final solution of the problem of Central Europe the event which occurred on 12 March. The public has been concentrated upon the moral and sentimental aspects of the Nazi conquest of Austria – a small country brutally struck down, its Government scattered to the winds, the oppression of the Nazi party doctrine imposed upon a Catholic population and upon the working classes of Austria. Nazi Germany, in its present mood, is in a position to dominate the whole of South East Europe. Over an area inhabited perhaps by 200 million people, Nazism and all that it involves is moving on to absolute control. Therefore, we await further statements from His Majesty's Government with the greatest possible interest.

From a speech by Churchill to the British Parliament, 14 March 1938.

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SOURCE G

Certain foreign newspapers have said that we fell on Austria with brutal methods. I can only say that even in death they cannot stop lying. I have in the course of my political struggle won much love from my people, but when I crossed the former frontier into Austria I was met by such a stream of love as I have never before experienced. We have come not as tyrants, but as liberators: an entire people rejoiced. Here, not brutal violence, but our swastika has conquered. In truth it was the uprising of the people. Millions of our countrymen in Austria have held their banners high and have remained loyal to the Reich.

From a speech by Hitler during the campaign for the German parliamentary elections, 25 March 1938.

SOURCE H

We were under no obligation to take action over Austria, but we were pledged to consult with the French and Italian Governments if action was taken which affected Austrian independence. As a result of that consultation, we made protests to the German Government over their actions. It is quite untrue to suggest that we have ever given Germany our assent or encouragement to the absorption of Austria into the German Reich. We have never refused to recognise the special interest that Germany had in the development of its relations with Austria, having regard to the close relationship existing between the two countries. But we have always made it clear to Germany that we would disapprove of the use of violent methods. However, it is necessary to face facts. Nothing could have stopped this action by Germany unless we and others had been prepared to use force to prevent it.

The British Prime Minister, Neville Chamberlain, speaking in a debate in the British Parliament, 14 March 1938.

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1 Study Sources A and B.

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

2 Study Source C.

How useful is this source to a historian studying the Anschluss? Explain your answer using details of the source and your knowledge. [8]

3 Study Sources D and E.

How similar are the messages of the two cartoonists? Explain your answer using details of the sources and your knowledge. [7]

4 Study Sources F and G.

After reading Source F, do you believe Hitler in Source G? Explain your answer using details of the sources and your knowledge. [8]

5 Study Source H.

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 the Austrian people supported the Anschluss? Use the sources to explain your answer. [12]

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