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Cambridge Assessment International Education

Cambridge IGCSE™

HISTORY **0470/21**

Paper 2 Document Questions **October/November 2025**

1 hour 45 minutes

5430801495

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 How did people in the South of the USA justify slavery?

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

Background Information

By 1830 there were two million black people who were slaves in the USA. All but 3500 were in the South. Most worked on large plantations cultivating crops such as cotton and tobacco, while others were domestic servants or day labourers. The one thing they all had in common was that they were regarded as the property of the slave owners.

In the first half of the nineteenth century, opposition to slavery grew, especially in the North. Abolitionists formed societies and organised campaigns against it. This forced Southerners to defend and justify slavery. They used many different arguments to do this. For example, some claimed that black people would not be able to look after themselves, while others argued that they needed to be kept under control, otherwise they would rise up in rebellion.

What was the main justification for slavery used by people in the South?

SOURCE A

It is not difficult to understand why slavery was often justified by Southerners.

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Some Southerners turned to the Bible to find support for such views but abolitionists did the same to find reasons for rejecting slavery.

From a recent internet article about the history of the USA.

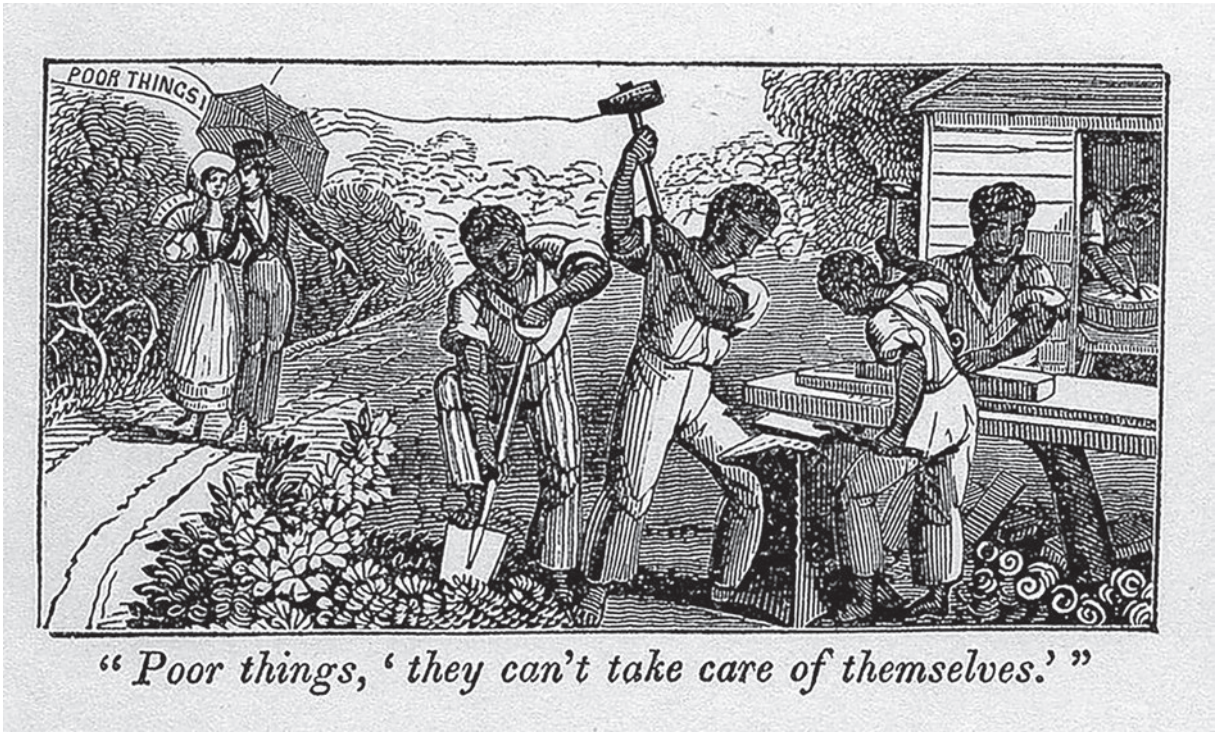
SOURCE B

Southerners formed unreasonable or untrue justifications for slavery. Some argued that it was the natural order taking its course and that Africans were inferior beings. One justification stood out as being the foundation of many justifications of slavery – that it was supported in the Bible. Southerners found much in the Old Testament to use in support of slavery. It was claimed that slaves by their very nature were not able to take care of themselves and white people had been appointed by God to look after them. Another argument was that the existence of slavery reduced the danger of class warfare amongst white people, because they all enjoyed the status of 'citizen', in contrast to landless slaves. It is also worth remembering that slavery was profitable. By 1840, the South grew 60 percent of the world's cotton. Southerners argued that slavery was essential for this economic growth.

From a recent article on the internet.

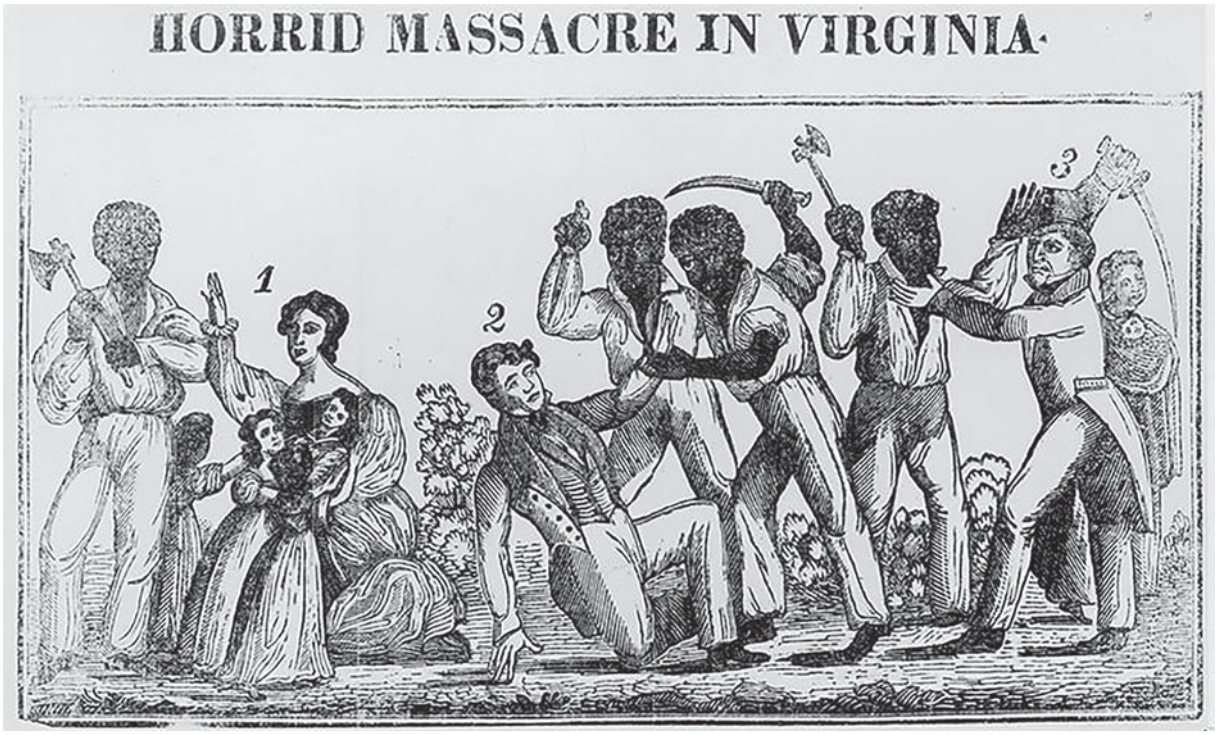
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SOURCE C



A cartoon published in an anti-slavery publication of 1840, New York.

SOURCE D



A cartoon published in the South in 1831 shortly after the Nat Turner slave rebellion. Underneath the cartoon it read, 'The scenes which the above illustration is designed to represent, are – 1. Mother begging for the lives of her children. 2. Mr Travis cruelly murdered by his own slaves. 3. Mr Barrow who bravely defended himself until his wife escaped.'

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SOURCE E

Rows of white cabins with gardens; black men in the fields; black women sewing, knitting and weaving, with their children dancing, singing and playing, formed the pictures of my childhood. Bread, meat, milk, vegetables and fruit were plentiful. Black people were taught different trades, and there were blacksmiths, carpenters and weavers. Their work was for feeding and clothing themselves. All were merry-hearted, and among them I never saw a discontented face. Our house servants were numerous, polite and well trained. They were brought to the house at ten years of age, and instructed in the branches of household employment. The atmosphere of our own home was consideration and kindness. And I believe the maltreatment of one of our servants – we had never heard the word slave – would have upset us beyond endurance. My mother said the black people were placed here by God, for us to take care of. When we emancipate them, it does not better their condition. Those left free soon sink into poverty and become a nuisance to the community.

From 'A Girl's Life in Virginia Before the War' by Letitia M Burwell, who spent most of her life in rural Virginia. Her account was published in 1878.

SOURCE F

The slave is a piece of property to be bought and sold at the will of his master. He is deprived of education and denied the right to get married. The slaveholders use all kinds of cruelty to keep the slave as a slave – starvation, the bloody whip, the chain, the thumb-screw and the dungeon. Men, women and children are sold like horses and sheep. You will ask me, can such things be possible in a Christian country? I have to inform you that the religion of the southern states is the great supporter of the bloody atrocities I have described. Ministers of religion come forward and use the pages of the Bible to defend slavery.

From a speech by Frederick Douglass in Britain, May 1846. Douglass was a black American who escaped from slavery and became a leading member of the abolitionist movement in the USA.

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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 Source D.

Why was this source published in the South in 1831? Explain your answer using details of the source and your knowledge. [8]

(d) Study Sources E and F.

Does Source E prove that Source F cannot be trusted? Explain your answer using details of the sources and your knowledge. [8]

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

How far do these sources provide convincing evidence that people in the South justified slavery by claiming that black Americans were not capable of looking after themselves? Use the sources to explain your answer. [9]

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Option B: Twentieth century topic

2 Was Hitler justified in remilitarising the Rhineland in 1936?

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

Background Information

In the Treaty of Versailles, the Rhineland was demilitarised. This meant that there could be no German troops or fortifications there. This aimed to increase French security. Allied troops were also stationed in the Rhineland. In 1925 the western frontiers of Germany and the demilitarisation of the Rhineland were guaranteed by the Locarno Pact signed by Germany, Belgium, France, Britain and Italy. In 1930 Allied troops were withdrawn. Tensions between France and Germany grew in 1935, when France signed a treaty of mutual support with the USSR. On the morning of 7 March 1936, German troops marched into the Rhineland. Many people in Britain and nearly everybody in Germany thought this was justified.

Was Hitler justified in remilitarising the Rhineland?

SOURCE A

In negotiations in recent years, the German Government has consistently stressed that it intended to fulfil all of the obligations arising from the Locarno Pact, as long as the other countries were willing to stand by it. This condition no longer exists as regards France. France responded to Germany's repeated friendly advances and assurances of peace by violating the Locarno Pact. It agreed a military alliance with the Soviet Union directed exclusively against Germany. Hence the Pact has lost its meaning and ceased, in a practical sense, to exist. As a consequence, Germany no longer views itself bound to this Pact. The German Government is now compelled to react to the new situation created by this alliance. In the interests of the right of a people to safeguard its borders and maintain its defence, the German Reich Government has today re-established the full and unlimited sovereignty of the Reich in the demilitarised zone of the Rhineland. Now that Germany's sovereignty over the entire territory of the German Reich has been achieved, the German Government is willing to re-enter the League of Nations.

From Hitler's speech to the Reichstag, 7 March 1936.

SOURCE B

A demilitarised zone established entirely at the expense of one country is an arrangement no country would freely accept. The country in whose territory the zone was established would in time react against what would be considered a humiliation. The demilitarised zone would become a cause of friction. In the case of the Rhineland, once Germany has got rid of the occupying armies, it is probable that it will react against the demilitarisation.

A report by the British Committee of Imperial Defence, the highest military planning body of the British Government, December 1925.

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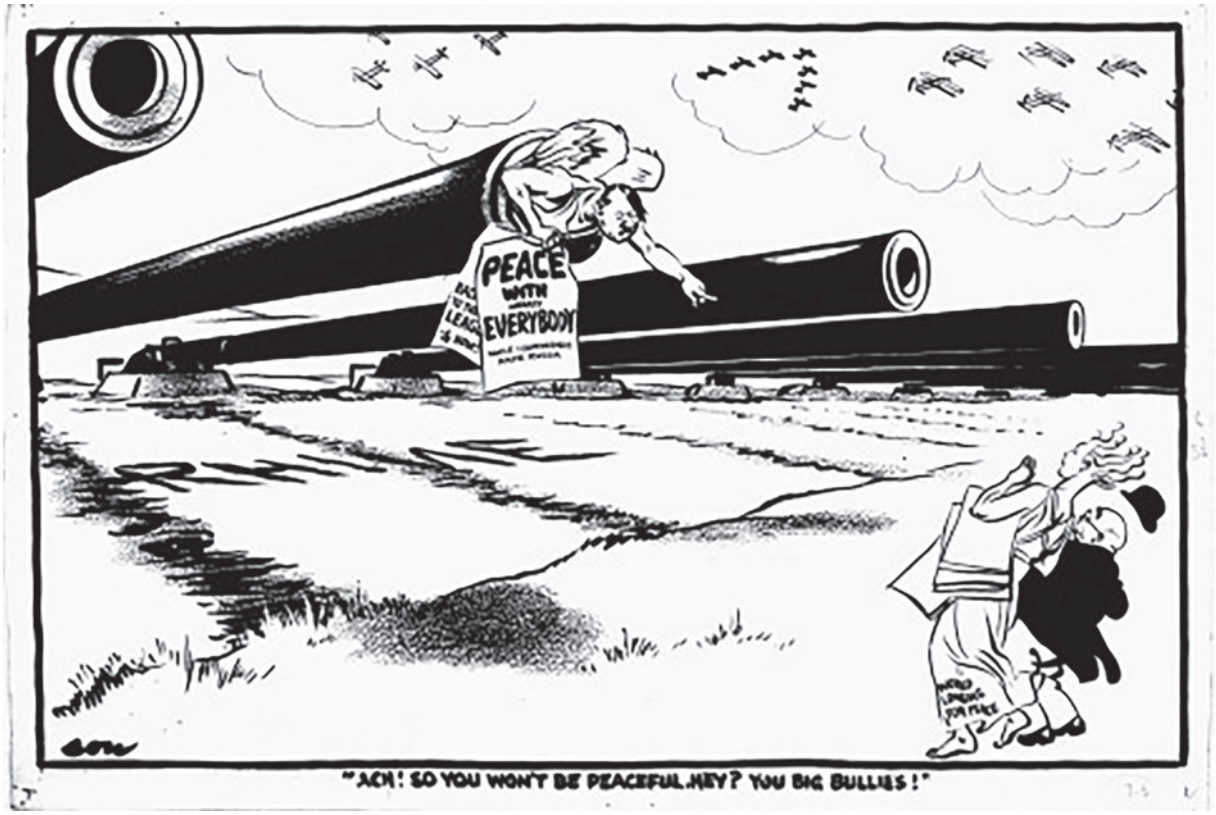
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SOURCE C

The whole world and especially the small nations today turn their eyes towards Britain. If it will lead now, it can lead Europe. You will have a policy, all the world will follow you, and thus you will prevent war. It is your last chance. If you do not stop Germany now, it is all over. If you do not maintain the Locarno Pact, all that will remain to you is to wait for rearmament by Germany, against which France can do nothing. If you do not stop Germany by force today, war is inevitable, even if you make a temporary friendship with Germany. As for myself, I do not believe that friendship is possible between France and Germany; the two countries will always be in tension. Nevertheless, if you abandon Locarno, I shall have to change my policy towards Germany.

Flandin, the French Foreign Minister, speaking to British politicians who opposed appeasement, 13 March 1936.

SOURCE D



A cartoon published in Britain, 11 March 1936. The writing on the ground says 'RHINE'. The writing on the paper held by Hitler reads, 'Peace with nearly everybody, while I comfortably attack Russia.' The figures on the right represent the League of Nations and the Prime Minister of France. The words written on the League of Nations read, 'World longing for peace'.

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SOURCE E

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A cartoon published in an American newspaper, March 1936.

SOURCE F

The reoccupation by such a small military force made it clear that it was a purely defensive and symbolic act. There were no aggressive plans for the future, as is shown on 12 March 1936 when the German government, at the suggestion of Britain, promised not to increase the forces in the Rhineland. We also agreed not to move the troops any closer to the border, on condition that France would do the same. France did not want to accept this offer. In a speech to the Reichstag on 7 March 1936, Hitler explained to the world the reasons for the reoccupation. Even today I have the firm conviction that at that time Hitler was not thinking of war. I must emphasise that any such intention was far from my own thoughts. On the contrary, I considered the restoration of sovereignty in the Rhineland a step towards peace and understanding.

From a speech by Neurath at the Nuremberg Trials, 1946. He was being tried, along with other prominent Nazis, for war crimes committed by the Nazi regime. In 1936 he was the German Minister of Foreign Affairs.

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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 Source A.

Why did Hitler make this speech at that time? Explain your answer using details of the source and your knowledge. [7]

(b) Study Sources B and C.

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

(c) Study Sources D and E.

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

(d) Study Source F.

Can Neurath'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 Hitler was justified in remilitarising the Rhineland? Use the sources to explain your answer. [9]

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