eduresourceza.com

Downloaded from eduresourceza.com

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

HISTORY **0470/11**

Paper 1 **October/November 2013**

2 hours

Additional Materials: Answer Booklet/Paper

0834692923

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 all the work you hand in.
Write in dark blue or black pen.
You may use a soft pencil for any diagrams, graphs or rough working.
Do not use staples, paper clips, highlighters, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **three** questions.
Section A (Core Content)
Answer any **two** questions.
Section B (Depth Studies)
Answer any **one** question.

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.

This document consists of **20** printed pages.

DC (NH/SW) 67377/4
© UCLES 2013

UNIVERSITY of CAMBRIDGE
International Examinations

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

SECTION A: CORE CONTENT

Answer any **two** questions from this Section.

1 Read the extract, and then answer the questions which follow.

> There was a lack of co-operation between revolutionary groups. Those in Sicily and Naples were particularly hostile to each other. The revolutionaries themselves were divided in their aims.
>
> *From a British history textbook published in 2006.*

(a) Describe the creation and the collapse of the Roman Republic (1849). [5]

(b) Why was Italy not unified in 1848–9? [7]

(c) 'Cavour was responsible for the creation of the Kingdom of Italy.' How far do you agree with this statement? Explain your answer. [8]

2 Read the extract, and then answer the questions which follow.

> Following the Declaration of Heidelberg, invitations for a proposed 'assembly of German men' were quickly issued. After five days this assembly reached an agreement on how to elect a national parliament.
>
> *From a British history textbook published in 2006.*

(a) What problems faced the Frankfurt Parliament? [5]

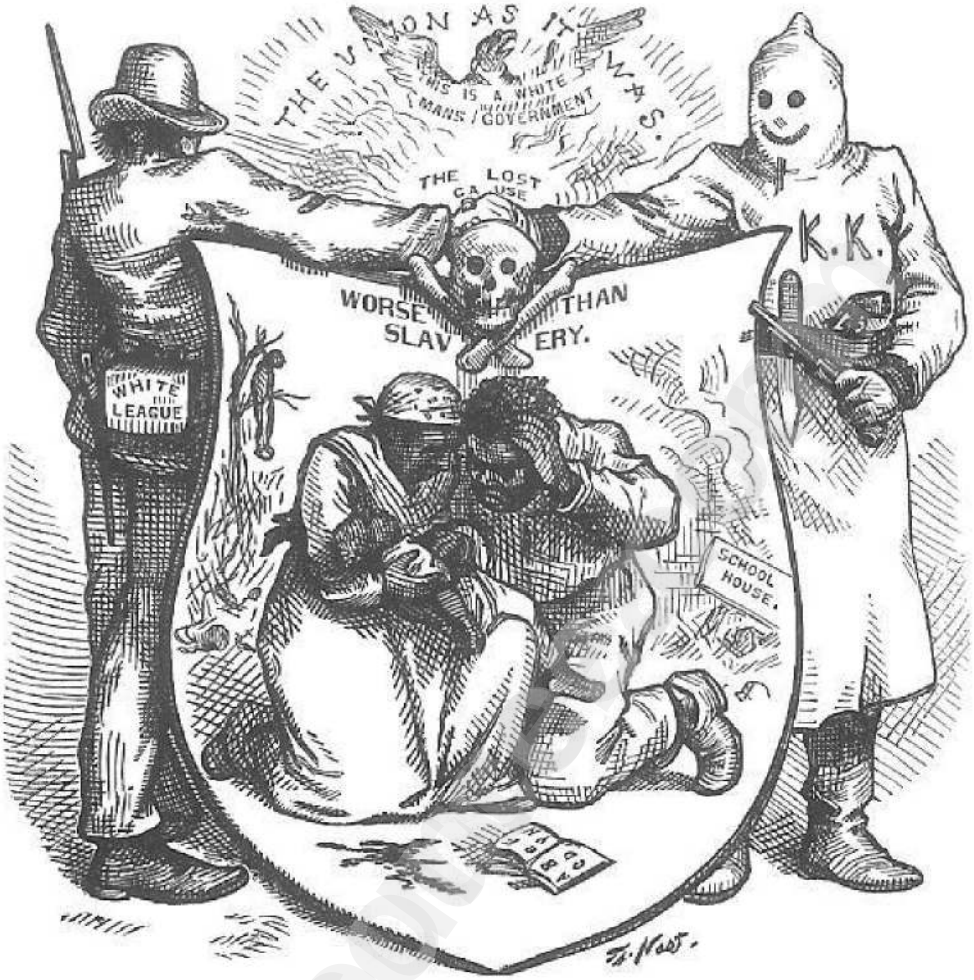
(b) Why was Germany not unified in 1848–50? [7]

(c) How far was German unification caused by nationalism? Explain your answer. [8]

© UCLES 2013
Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

3 Look at the illustration, and then answer the questions which follow.



An American cartoon showing the relationship of the White League and the Ku Klux Klan.

(a) What measures were taken as a result of the Civil War to improve the position of black people? [5]

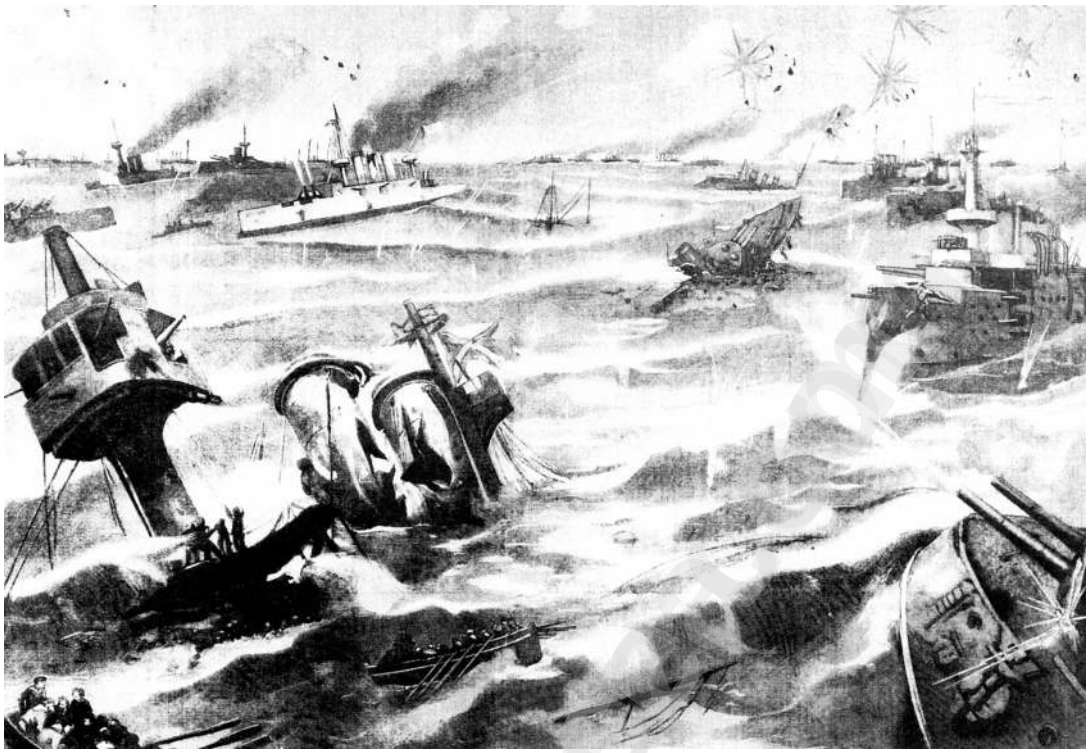
(b) Why did the Ku Klux Klan become a feared organisation? [7]

(c) How far was the Civil War a disaster for the South? Explain your answer. [8]

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

4 Look at the illustration, and then answer the questions which follow.



An illustration of the Battle of Tsushima Straits in which the Russian Baltic fleet was destroyed by the Japanese navy in May 1905.

(a) Describe the feudal system that existed in Japan in 1850. [5]

(b) Why did Japan open up trade to other countries in the second half of the nineteenth century? [7]

(c) 'By 1914 Japan was still only a regional power.' How far do you agree with this statement? Explain your answer. [8]

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

5 Read the extract, and then answer the questions which follow.

> Clemenceau's demand for the German frontier to be pushed back to the Rhine was bluntly rejected. When the terms of the treaty became known, it was condemned throughout France. Within a few months Clemenceau's government was overthrown and his political career ended.
>
> *From a British history textbook published in 2009.*

(a) What military restrictions were imposed on Germany by the Treaty of Versailles? [5]

(b) Why was Clemenceau disappointed with the peace settlement? [7]

(c) 'Germany deserved the treatment it received in the Versailles Treaty.' How far do you agree with this statement? Explain your answer. [8]

6 Read the extract, and then answer the questions which follow.

> From the military point of view, time is in our favour. If war has to come, it would be better to fight Germany in six to twelve months than to accept the present challenge.
>
> *A British military leader speaking to Prime Minister Chamberlain at the time of the Munich Conference.*

(a) Describe events in the Rhineland in 1936. [5]

(b) Why was appeasement beneficial to Britain? [7]

(c) 'War in Europe started in 1939 because of decisions taken at Munich in 1938.' How far do you agree with this statement? Explain your answer. [8]

© UCLES 2013
Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

7 Look at the photograph, and then answer the questions which follow.

A photograph taken during the Soviet army's invasion of Hungary in 1956.

(a) What actions did the Soviet Union take against the Hungarian people in 1956? [5]

(b) Why did the Hungarian Uprising take place? [7]

(c) How far could Solidarity be blamed for the decline of Soviet control over Eastern Europe? [8]

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

8 Look at the photograph, and then answer the questions which follow.

A photograph of the General Assembly of the United Nations in session.

(a) How are decisions made by the United Nations General Assembly? [5]

(b) Why has the increased number of member countries brought problems for the United Nations? [7]

(c) How effective has the United Nations been in carrying out its humanitarian work? Explain your answer. [8]

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

SECTION B: DEPTH STUDIES

Answer any **one** question from this Section.

DEPTH STUDY A: GERMANY, 1918–45

9 Look at the photograph, and then answer the questions which follow.

A photograph taken in Berlin in 1920 during the general strike.

(a) Describe the Kapp Putsch. [5]

(b) Why were there many uprisings and disturbances in Germany in the years 1919–22? [7]

(c) 'Developments in art and culture were the main achievements of the Weimar period.' How far do you agree with this statement? Explain your answer. [8]

© UCLES 2013
Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

10 Read the extract, and then answer the questions which follow.

> In the next issue there must be a lead article featured as prominently as possible, in which a recent decision made by the Führer, no matter what it may be, is to be discussed in a manner that will emphasise that it is the correct one for Germany.
>
> *Instructions issued to the editors of all German newspapers by the Ministry of Propaganda and Enlightenment in 1939.*

(a) What benefits did the Enabling Act give to the Nazi party? [5]

(b) Why was the Night of the Long Knives significant? [7]

(c) 'The most effective method used by the Nazis to control the German people was repression.' How far do you agree with this statement? Explain your answer. [8]

eduresourceza.com

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

DEPTH STUDY B: RUSSIA, 1905–41

11 Look at the photograph, and then answer the questions which follow.

A photograph of Tsar Nicholas II at the 1913 celebrations of 300 years of Romanov rule. This was the first time since 1905 that he had appeared in public.

(a) Describe the main features of Russian society immediately before the 1905 revolution. [5]

(b) Why was the Revolution of 1905 unsuccessful in its aims? [7]

(c) How successful was the Tsar in ruling Russia between 1906 and 1914? Explain your answer. [8]

© UCLES 2013
Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

12 Read the extract, and then answer the questions which follow.

> If your country is powerful, people must beware of you. We are years behind advanced countries. We must catch up. If we don't they will crush us.
>
> *Stalin speaking in 1931.*

(a) What was Russification? [5]

(b) Why did Stalin want to modernise the USSR? [7]

(c) 'Collectivisation was successful.' How far do you agree with this statement? Explain your answer. [8]

eduresourceza.com

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

DEPTH STUDY C: THE USA, 1919–41

13 Look at the photograph, and then answer the questions which follow.

A photograph of a speakeasy.

(a) Describe the lifestyle of the modern young American woman in the 1920s. [5]

(b) Why was American society considered 'intolerant' in the 1920s? [7]

(c) 'Crime was the main reason Prohibition was ended.' How far do you agree with this statement? Explain your answer. [8]

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

14 Read the extract, and then answer the questions which follow.

> The Tennessee Valley Authority (TVA) brought new ideas, new wealth, new skills, new hope into a wasted, tired and distressed region.
>
> *From a history book published in America in 1959.*

(a) What actions did Roosevelt take to solve the banking crisis? [5]

(b) Why was the TVA important? [7]

(c) 'The most serious opposition to the New Deal came from the Supreme Court.' How far do you agree with this statement? Explain your answer. [8]

eduresourceza.com

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

DEPTH STUDY D: CHINA, 1945–c.1990

15 Read the extract, and then answer the questions which follow.

> The defeat of the Nationalists was inevitable. The main issue was their attitude to the peasants who comprised nearly 90 per cent of the country. Also, they could not solve the land issue, as their main support came from the landlords.
>
> *From a BBC radio programme broadcast in 1978.*

(a) What did the Communists gain from the war with Japan? [5]

(b) Why were attempts to avoid a civil war in 1945–6 unsuccessful? [7]

(c) 'Mao's use of guerrilla warfare was the main reason for the Communist victory in the Civil War.' How far do you agree with this statement? Explain your answer. [8]

16 Read the extract, and then answer the questions which follow.

> People can see that the unity of our two peoples will be everlasting and unbreakable. Not only will this unity affect the prosperity of China and the Soviet Union but it will certainly affect the future of humanity.
>
> *Mao speaking after the signing of the Sino-Soviet Treaty of Friendship in 1950.*

(a) What were the outcomes of Mao's visit to the USSR in 1949–50? [5]

(b) Why were relations between China and Tibet hostile in the 1950s and 1960s? [7]

(c) 'The ending of American involvement in Vietnam was the main reason for improved Chinese – American relations after 1970.' How far do you agree with this statement? Explain your answer. [8]

© UCLES 2013
Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

DEPTH STUDY E: SOUTHERN AFRICA IN THE TWENTIETH CENTURY

17 Read the extract, and then answer the questions which follow.

> Africans should only be permitted within urban areas in so far and for so long as their presence is demanded by the needs of the white population.
>
> *An extract from a report by the Stallard Commission, 1923.*

(a) Describe the nature of white rule in South Africa in the years before 1948. [5]

(b) Why was black resistance to white rule ineffective before 1948? [7]

(c) 'The development of the South African economy up to 1948 was successful because of African labour.' How far do you agree with this statement? Explain your answer. [8]

18 Read the extract, and then answer the questions which follow.

> Botha could not afford to ignore the riots of 1976 or the anger of the black community. Nor could the increasing opposition to apartheid from outside South Africa be brushed off any longer. However, he was afraid to appear weak.
>
> *From a history textbook published in 1997.*

(a) What were the main features of the Black Consciousness Movement in South Africa? [5]

(b) Why did Botha introduce reforms in the late 1970s and early 1980s? [7]

(c) 'The most important reason for the ending of white minority rule in South Africa was the role played by important individuals.' How far do you agree with this statement? Explain your answer. [8]

© UCLES 2013
Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

19 Read the extract, and then answer the questions which follow.

> The missionary says that we are the children of God like our white brothers, but just look at us. Dogs, slaves, worse than the baboons on the rocks. That is how you treat us.
>
> *A Herero speaking to a German settler, 1904.*

(a) Describe how Lüderitz and Vogelsang cheated Chief Fredericks. [5]

(b) Why did the actions of the Germans after 1885 upset the Herero? [7]

(c) How important was the First World War for the people of Namibia? Explain your answer. [8]

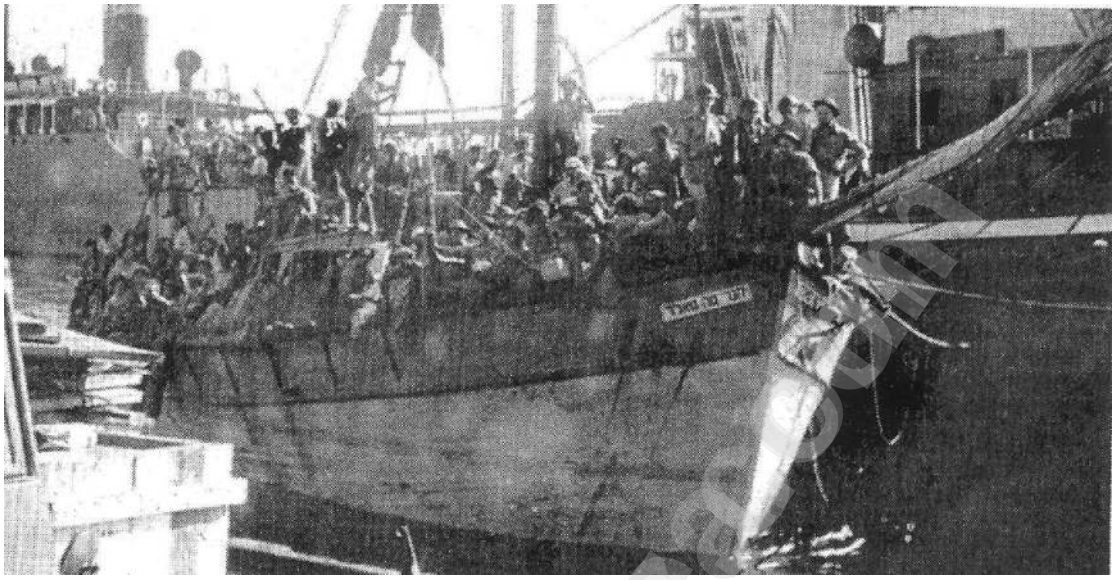
eduresourceza.com

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

DEPTH STUDY F: ISRAELIS AND PALESTINIANS, 1945–c.1994

20 Look at the photograph, and then answer the questions which follow.



A refugee ship being sent back from Palestine to Cyprus by British soldiers in 1946.

(a) Describe how the British dealt with the Jews in Palestine from 1945 to 1948. [5]

(b) Why were Jews and Arabs in Palestine in opposition to each other from 1945 to 1948? [7]

(c) 'The most important result of the 1948–9 war was the creation of the Palestinian refugee problem.' How far do you agree with this statement? Explain your answer. [8]

21 Read the extract, and then answer the questions which follow.

> The Palestinian people had to resort to armed struggle when they lost faith in the international community, which ignored their rights, and when it became clear that not one inch of Palestine could be regained through political means.
>
> The PLO dreams and hopes for one democratic state where Christian, Jew and Muslim live peacefully.

Yasser Arafat speaking to the United Nations, November 1974.

(a) Describe Palestinian terrorist actions between 1970 and 1976. [5]

(b) Why were Palestinians opposed to the state of Israel? [7]

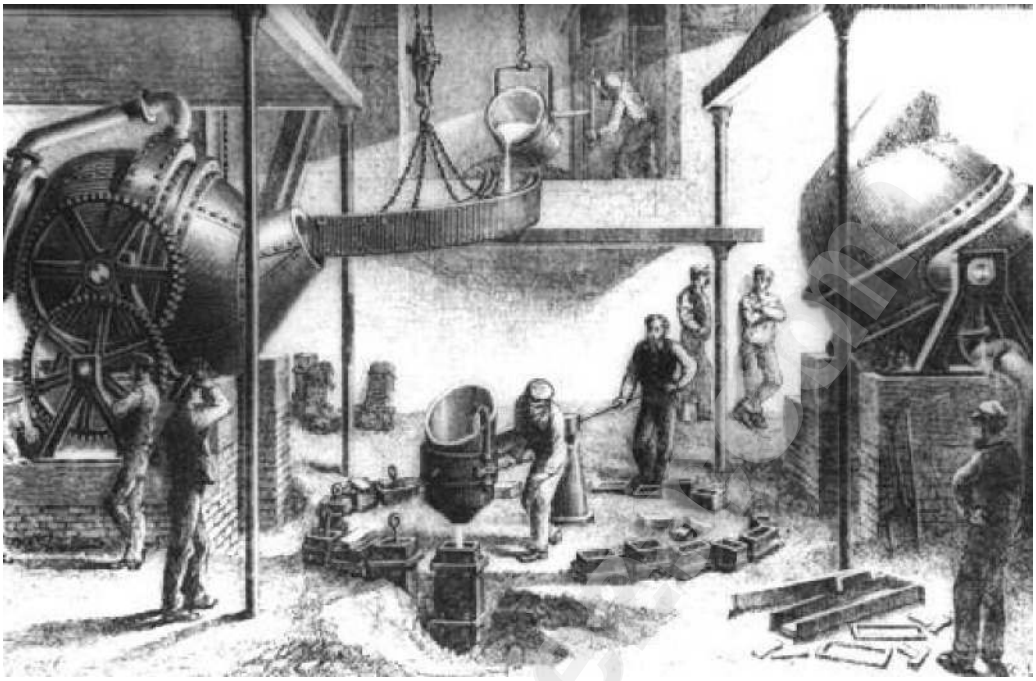
(c) How successful was Arafat as leader of the Palestinians? Explain your answer. [8]

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

DEPTH STUDY G: THE CREATION OF MODERN INDUSTRIAL SOCIETY

22 Look at the illustration, and then answer the questions which follow.



An illustration of a nineteenth-century Bessemer steel factory.

(a) For what purposes was steel used in the nineteenth century? [5]

(b) Why did it become possible for the production of steel to increase in the second half of the nineteenth century? [7]

(c) How far did industrialisation change the way of life for working people in nineteenth-century Britain? Explain your answer. [8]

23 Read the extract, and then answer the questions which follow.

> In the grey mists of the morning, we see a large portion of the supply of the great London markets rapidly unloaded from night trains including fish from the ports, Aylesbury butter and pork, apples, cabbages and cucumbers from the countryside. Elsewhere in the country trains carried Manchester cotton goods and Staffordshire pottery.

From the Railway News, 1864.

(a) Describe the main achievements of George Stephenson. [5]

(b) Why did Britain develop a railway system? [7]

(c) 'The greatest impact of the coming of the railways on the lives of working people was to improve their diet.' How far do you agree with this statement? Explain your answer. [8]

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

DEPTH STUDY H: THE IMPACT OF WESTERN IMPERIALISM IN THE NINETEENTH CENTURY

24 Read the extract, and then answer the questions which follow.

> Explorers and missionaries drew attention to the opportunities presented by unexplored territories. The explorers kept careful records of what they saw, charting their progress through unmapped territory. The missionaries wanted to stamp out the 'evils' they encountered.
>
> *From a history textbook published in 1985.*

(a) How did explorers and missionaries assist the development of imperialism? [5]

(b) Why did imperialism develop during the nineteenth century? [7]

(c) 'Imperialism had a greater impact on the imperial powers than on the countries they conquered.' How far do you agree with this statement? Explain your answer. [8]

eduresourceza.com

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

25 Look at the cartoon, and then answer the questions which follow.

"NEW CROWNS FOR OLD ONES!"

A British cartoon published in 1876. It shows Queen Victoria assuming the title 'Empress of India'.

(a) What was the nature of British rule over India before 1857? [5]

(b) Why did the Indian Mutiny of 1857 fail? [7]

(c) How far did the nature of British rule over India change after the events of 1857? Explain your answer. [8]

Copyright Acknowledgements:

Question 1	© R. Pearce & A. Styles; *The Unification of Italy 1815 – 70*; Reproduced by permission of Hodder Education; 2006.
Question 2	© A. Farmer & Andrina Styles; *The Unification of Germany 1815 – 1919*; Reproduced by permission of Hodder Education; 2007.
Question 3	© A. Farmer & V. Saunders; *American History 1860 – 1990*; Hodder & Stoughton / Hulton Archive; 2002.
Question 4	© P. Sauvain; *European & World History 1815 – 1919*; Hulton / Mansell Collection; 1985.
Question 5	© A. Brodkin et al; *Modern World History*; Heinemann; 2009.
Question 6	© T. McAleavy; *Twentieth Century History – International Relations since 1919*; Cambridge University Press; 2002.
Question 7	© A. Brodkin et al; *Modern World History*; Heinemann / Getty Images; 2009.
Question 8	© T. Rea & J. Wright; *International Relations 1914 – 1995*; Oxford University Press / Topham; 1997.
Question 9	© R. Rogers; *Germany 1919 – 45*; Heinemann / Bundesarchiv; 2009.
Question 10	© A. Brodkin et al; *Modern World History*; Heinemann; 2009.
Question 11	© B. Walsh; *GCSE Modern World History*; Hodder Education / TopFoto; 2009.
Question 12	© P. Mantin & C. Lankester; *From Romanov to Gorbachev – Russia in the 20th Century*; Hutchinson; 1989.
Question 13	© I. Campbell; *The USA 1917 – 1941*; Cambridge University Press; Corbis / Bettmann; 1998.
Question 14	© I. Campbell; *The USA 1917 – 1941*; Cambridge University Press; 1998.
Question 15	© H. Ward; *China in the 20th Century*; Heinemann; 1990.
Question 16	© P. Davies; *China – A Modern World Study*; Holmes McDougal; 1988.
Question 17	© C. Culpin; *South Africa since 1948*; Published by John Murray. Reprinted by permission of Hodder Education; 2000.
Question 18	© R. Mulholland; *South Africa 1948 – 1994*; Cambridge University Press; 1997.
Question 19	© T. Pakenham; *Scramble for Africa*; Abacus; 1992.
Question 20	© C. Culpin; *Making History*; Collins / Imperial War Museum; 1997.
Question 21	© D. Ferriby et al; *Twentieth Century Depth Studies*; Nelson Thornes; 2009.
Question 22	© www.teacherlink.org; 17 January 2012.
Question 23	© R. Staton, R. Ennion, W. Moore; *Three Centuries of Change*; Collins Educational; 1998.
Question 24	© P. Sauvain; *Eurpoean and World History 1815 – 1919*; Hulton; 1985.
Question 25	© H. Martin; *Britain in the 19th Century*; Nelson / Punch; 1996.

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.

University of 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.

Downloaded from eduresourceza.com