eduresourceza.com

Downloaded from eduresourceza.com

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

HISTORY **0470/13**

Paper 1 **October/November 2013**

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 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 **22** printed pages and **2** blank pages.

DC (LEG/SW) 67227/4
© 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.

As political meetings had been declared illegal, the liberal campaigners held 'reform banquets' where the after-dinner speeches focused on demands for constitutional reform. Concern about the propaganda value of such meetings resulted in the government banning a dinner planned for 22 February 1848.

From a British history textbook published in 1992.

(a) Describe events in Paris between 22 and 24 February 1848. [5]

(b) Why were liberalism and nationalism revolutionary ideas in 1848? [7]

(c) 'The European Revolutions of 1848–9 failed.' How far do you agree with this statement? Explain your answer. [8]

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

I make one last attempt to help Italy. As a simple individual, I dare to raise my feeble voice from prison to beg you to give Italy the independence that Frenchmen helped her to lose in 1849. Let me remind you that Europe cannot expect peace until Italy is free.

Orsini writing to Napoleon III from his prison cell, 1858.

(a) Describe the events leading to the Plombières Agreement. [5]

(b) Why did Cavour resign in 1859? [7]

(c) 'Cavour, and not Garibaldi, was responsible for Italian unification.' How far do you agree with this statement? Explain your answer. [8]

© UCLES 2013
Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

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

In the face of growing opposition to slavery, the southern politicians knew it was important to ensure the balance between slave and free states was maintained. One of the first tests of this attitude came in 1820, when the people of Missouri applied to be admitted to the Union.

From a British school textbook published in 1985.

(a) How was slavery justified by its supporters? [5]

(b) Why were events of 1820–1 relating to Missouri important? [7]

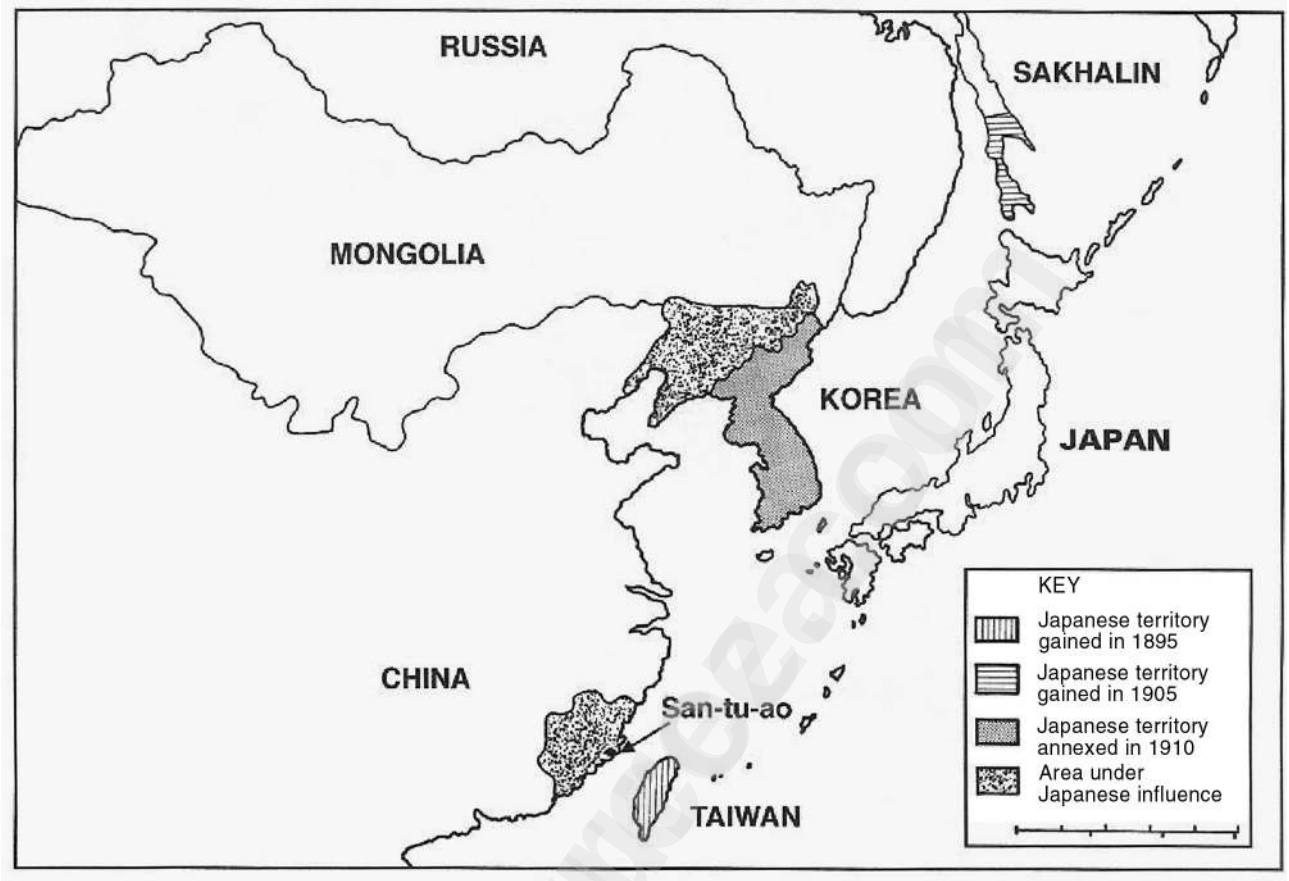
(c) 'The Civil War changed little.' How far do you agree with this statement? Explain your answer. [8]

eduresourceza.com

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

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



A map showing the expansion of Japan, 1895–1910.

(a) Describe the main events of the Russo-Japanese War. [5]

(b) Why was Japan successful in expanding its territories between 1895 and 1910? [7]

(c) 'Japan was a westernised nation by 1914.' How far do you agree with this statement? Explain your answer. [8]

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

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

We are under no illusions as to the extent of our defeat. We know the intensity of the hatred we face and we have heard the victors' passionate demand that we will be made to pay.

The demand is that we shall accept that we alone are guilty of having caused the war. Such a confession would be a lie.

The Head of the German delegation speaking at Versailles, 1919.

(a) What did Lloyd George want to achieve from the peace negotiations of 1919–20? [5]

(b) Why did Wilson disagree with Clemenceau during the peace negotiations about the treatment of Germany? [7]

(c) How fairly was Germany treated at Versailles? Explain your answer. [8]

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

Britain and France were caught in a dilemma over Abyssinia. They supported the idea of collective security but at the same time did not want to annoy Mussolini.

From a British school textbook published in 2002.

(a) What was the Hoare-Laval Pact? [5]

(b) Why was the conquest of Abyssinia by Italy not prevented by the League of Nations? [7]

(c) 'The League had its greatest success in its humanitarian work.' How far do you agree with this statement? Explain your answer. [8]

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

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

An American cartoon commenting on Stalin's expansionist ambitions.

(a) What did Stalin gain from the Yalta and Potsdam Conferences? [5]

(b) Why did the USA-USSR alliance begin to break down in 1945? [7]

(c) 'The USA and the USSR were equally to blame for the Cold War.' How far do you agree with this statement? Explain your answer. [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 a meeting between Reagan and Gorbachev in 1987.

(a) What action did the Soviet Union take against the Czechoslovakian people in 1968? [5]

(b) Why did the Soviet Union react in such an aggressive way in Hungary in 1956? [7]

(c) 'Gorbachev was personally responsible for the collapse of Soviet control over Eastern Europe.' How far do you agree with this statement? 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 Read the extract, and then answer the questions which follow.

> The Stresemann government left a solid record of achievement. A new and stable currency was introduced and the democratic government survived. The foundations were laid for the relative stability of the Republic.
>
> *From a book about Stresemann, published in 2009.*

(a) Describe how Stresemann ended hyperinflation. [5]

(b) Why did Germany suffer from hyperinflation? [7]

(c) 'The Weimar Republic was a disaster for the people of Germany.' How far do you agree with this statement? Explain your answer. [8]

eduresourceza.com

© UCLES 2013
Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

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

A photograph of members of the Hitler Youth, taken in the 1930s.

(a) What was the purpose of the Hitler Youth? [5]

(b) Why did the Nazis try to limit the role of German women? [7]

(c) 'The Nazi regime was popular with all German people.' How far do you agree with this statement? Explain your answer. [8]

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

DEPTH STUDY B: RUSSIA, 1905–41

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

> Could anyone point out to me another man who would organise an almost perfect army in a year and win the respect of military experts? We have such a man.
>
> *Lenin speaking about Trotsky during the Civil War.*

(a) What powers did the Petrograd Soviet have during 1917? [5]

(b) Why did the Bolsheviks come to power in 1917? [7]

(c) 'The Bolshevik success in the Civil War was due to the divisions among the Whites.' How far do you agree with this statement? Explain your answer. [8]

eduresourceza.com

© UCLES 2013
Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

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

A photograph of workers' living accommodation at the Dnieper Dam site in 1931.

(a) What was the status of women in the USSR under Stalin? [5]

(b) Why did Stalin want to introduce the policy of Collectivisation? [7]

(c) 'The successes achieved by Stalin's industrialisation policy were greater than its failures.' How far do you agree with this statement? Explain your answer. [8]

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

DEPTH STUDY C: THE USA, 1919–41

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

> We are quick to adopt the latest time and labour-saving devices in business. The modern woman has an equal right to have in her home the most popular electric cleaner. The price is modest and hire purchase is available if desired.
>
> *An extract from an advertisement for a new vacuum cleaner.*

(a) What problems faced American farmers in the 1920s? [5]

(b) Why did the 'economic boom' not reach all sections of US society in the 1920s? [7]

(c) 'Without the growth of the automobile industry, the "boom" of the 1920s would not have been possible.' How far do you agree with this statement? Explain your answer. [8]

© UCLES 2013
Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

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

A photograph of young American men employed by the Civilian Conservation Corps (CCC) during the 1930s.

(a) What were the aims of the New Deal? [5]

(b) Why was it important for Roosevelt to establish public confidence in the banks in 1933? [7]

(c) How successfully did Roosevelt deal with unemployment? Explain your answer. [8]

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 Five-Year Plan set ambitious targets. According to official figures, most targets were achieved by 1956. This was an impressive performance, encouraging a further economic plan.
>
> *A historian writing in 2012.*

(a) What changes did the Communists make in education? [5]

(b) Why was Communist rule beneficial to women in 1950s China? [7]

(c) 'From 1949 to 1961, Mao's economic policy was a failure.' How far do you agree with this statement? Explain your answer. [8]

eduresourceza.com

© UCLES 2013
Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

16 Look at the poster, and then answer the questions which follow.

A poster published during the Cultural Revolution.

(a) Describe the chaos in China during the Cultural Revolution. [5]

(b) Why did Mao want to introduce change in 1966? [7]

(c) How quickly did China recover from the Cultural Revolution? Explain your answer. [8]

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.

The last quarter of the nineteenth century was the time of greatest British imperial expansion. However, led by Paul Kruger, the Boers refused to be drawn into the British Empire.

A historian writing in 2012.

(a) Describe Kruger's role in the development of Southern Africa. [5]

(b) Why did the Anglo-Boer War break out in 1899? [7]

(c) How successful were the British in South Africa in the years 1900–10? Explain your answer. [8]

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

I'm not ashamed to say I was responsible for District Six being wiped out – in fact, I'm proud of it. Those poor people who lived in squalor in District Six – a slum of slums – are now far better off. Their new homes at Mitchell's Plain are a striking example of how one's lot in life can be bettered.

A government official speaking in the 1950s about the removal of black and mixed race people from their homes under the 1950 Group Areas Act.

(a) Describe how apartheid affected the lives of black South Africans in the 1950s. [5]

(b) Why did most white South Africans support apartheid in the 1950s? [7]

(c) How successful was the South African government in dealing with opposition to apartheid from 1948 to 1976? 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.

> We, the toiling, sweating and oppressed Namibian workers, have nothing to celebrate for we strongly feel that we have been discriminated against for too long. To us, fifty years of celebration is a reminder of fifty years of exploitation and oppression of the Namibian people.
>
> *A statement from workers refusing to take part in the fiftieth anniversary celebrations of Consolidated Diamond Mines in Namibia, 1970.*

(a) Describe the main features of the Namibian economy after 1945. [5]

(b) Why was Namibia unhappy with the way it was governed by South Africa? [7]

(c) How important were the actions of the Namibian people in achieving independence? [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 photograph of Port Said, at the northern end of the Suez Canal, after British bombing, October 1956.

(a) Describe Anglo-French intervention in the Suez Canal zone in 1956. [5]

(b) Why was the Six-Day War important for the Middle East? [7]

(c) How far had the problems which existed between Israel and its neighbours been solved by 1978? Explain your answer. [8]

© UCLES 2013
Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

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

> Up to 1970, Israel's border with Lebanon was quiet. Even during the Six-Day War of 1967, Lebanon did not engage in any military action against Israel. But in 1970–71 the Palestine Liberation Organisation (PLO) was thrown out of Jordan by King Hussein. It moved into Lebanon, turning the country, especially the south, into its centre of operations.
>
> *A historian writing in 2012.*

(a) What problems did the arrival of the PLO in Lebanon create for Israel? [5]

(b) Why did the PLO use terrorism? [7]

(c) How successful had the PLO been by the early 1990s? Explain your answer. [8]

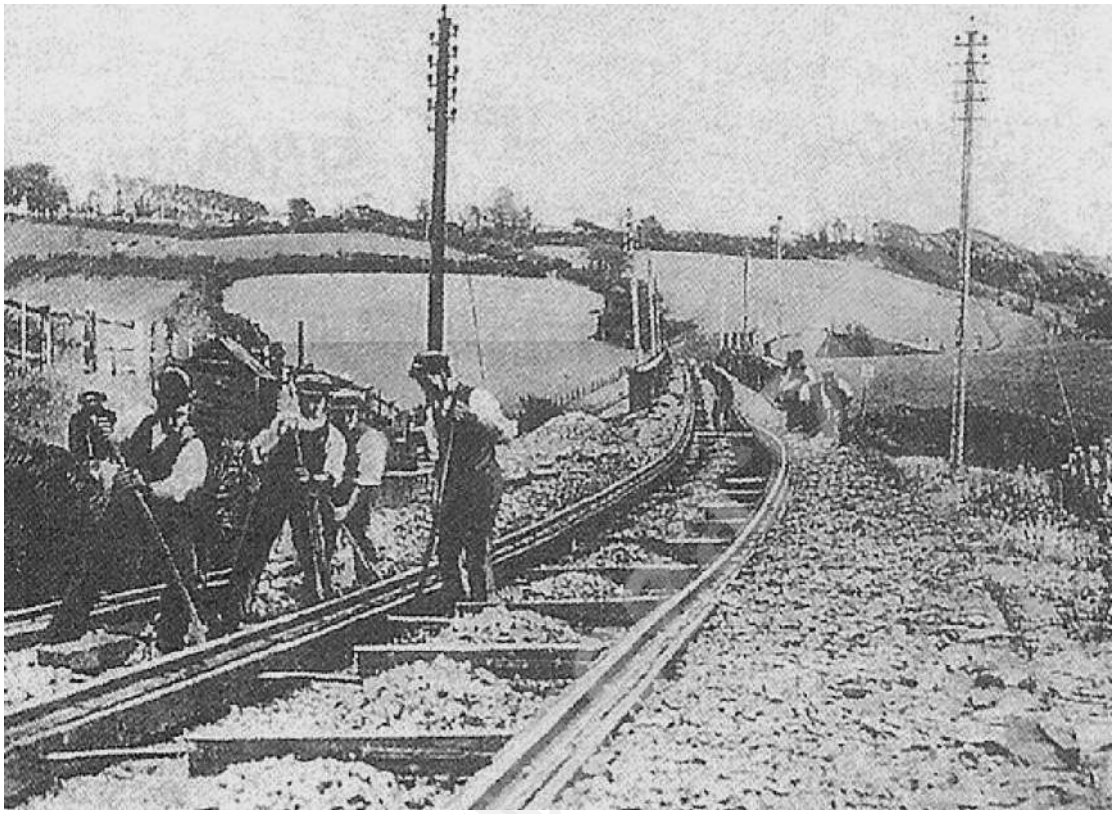
eduresourceza.com

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

DEPTH STUDY G: THE CREATION OF MODERN INDUSTRIAL SOCIETY

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



A photograph of workmen replacing broad-gauge rails on the Great Western Railway in 1892.

(a) What were the transport problems for industry in the early-nineteenth century? [5]

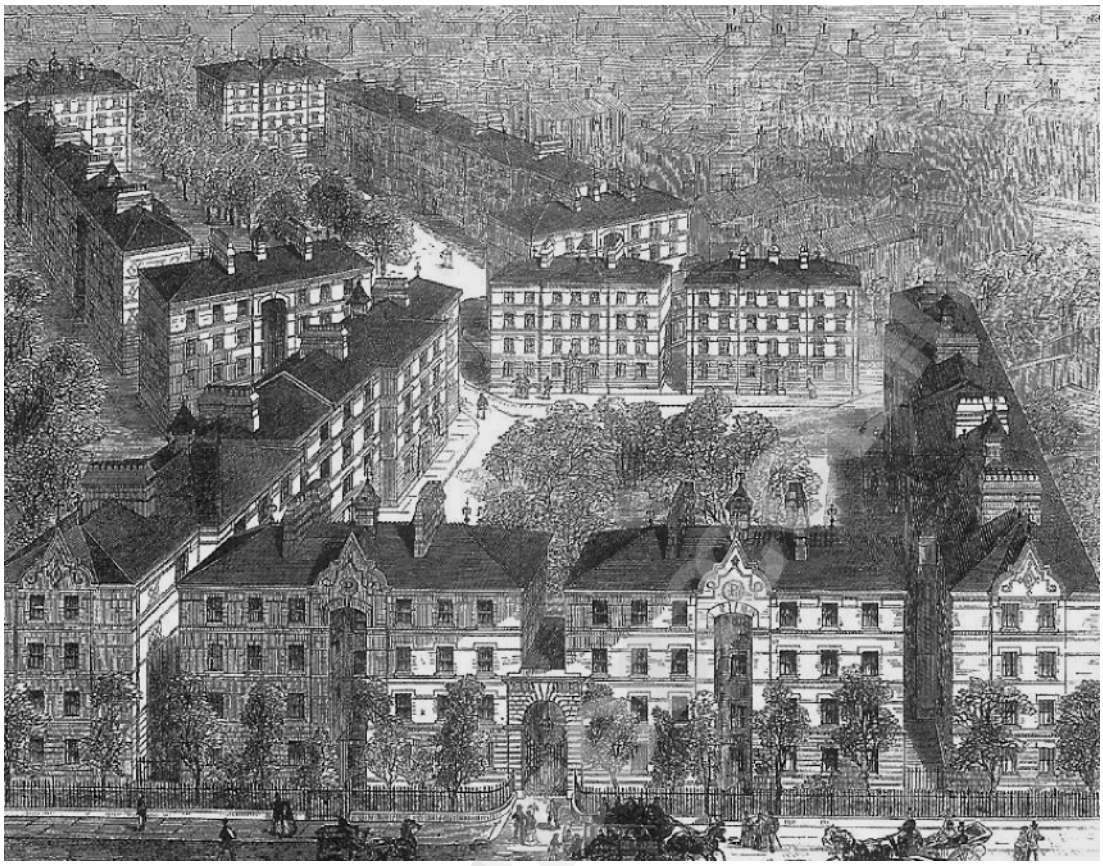
(b) Why was government intervention important for railway growth? [7]

(c) 'Brunel was the most successful of the great railway engineers.' How far do you agree with this statement? Explain your answer. [8]

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

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



An illustration of Peabody Trust apartment blocks in London. The apartments were built during the second half of the nineteenth century.

(a) What attracted people to the towns and cities of Britain in the first half of the nineteenth century? [5]

(b) Why were death rates in towns so high before 1850? [7]

(c) How successful were attempts at improving living conditions in the towns and cities between 1850 and 1900? 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.

> The great European powers and the United States were worried as China's defeat at the hands of the Japanese in 1895 upset the balance of power in the Far East. The Great Powers were afraid the Chinese Empire might disintegrate. If it was to be partitioned, like Africa in the 1880s, then the Great Powers wanted their share.
>
> *From a British history textbook, published in 1985.*

(a) What were the main features of Chinese society in the early-nineteenth century? [5]

(b) Explain why the Self-Strengthening Movement was important. [7]

(c) 'By the end of the nineteenth century Japan posed a greater threat than European countries to China.' How far do you agree with this statement? Explain your answer. [8]

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

> The British government spent £36 million restoring order following the rebellion of 1857. This was the total amount of revenue received from India in a year by the British government. It was hardly surprising that, in August 1858, the British parliament passed the Government of India Act, transferring all rights that the East India Company had enjoyed directly to the British Crown.
>
> *From a British history textbook, published in 2006.*

(a) Describe the Indian Mutiny of 1857. [5]

(b) Why was the Indian Mutiny significant? [7]

(c) 'Bentinck had a greater impact on India than Dalhousie.' How far do you agree with this statement? Explain your answer. [8]

© UCLES 2013
Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

BLANK PAGE

eduresourceza.com

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

BLANK PAGE

Copyright Acknowledgements:

Question 1	© E. WIlmott; *The Great Powers 1814 – 1914*; Nelson Thornes; 1992.
Question 2	© M. Collier; *The Unification of Italy 1815 – 70*; Heinemann; 2008.
Question 3	© P. Sauvain; *European and World History 1815 – 1919*; Hulton; 1985.
Question 4	© A map showing the expansion of Japan 1895 – 1910.
Question 5	© T. Rea & J. Wright; *International Relations 1914 – 1995*; Oxford University Press; 1997.
Question 6	© T. McAleavy; *Twentieth Century History – International Relations Since 1919*; Cambridge University Press; 2002.
Question 7	© B. Walsh; *GCSE Modern World History*; Hodder Education; 2009.
Question 8	© T. McAleavy; *Twentieth Century History – International Relations Since 1919*; Cambridge University Press / Camera Press; 2002.
Question 9	© R. Rogers; *Germany 1919 – 45*; Heinemann; 2009.
Question 10	© R. Rogers; *Germany 1919 – 45*; Heinemann / Hulton Getty; 2009.
Question 11	© P. Mantin & C. Lankester; *From Romanov to Gorbachev*; Hutchinson; 1989.
Question 12	© P. Ingram; *Russia and the USSR 1905 – 1991*; Cambridge University Press / David King Collection; 1997.
Question 13	© B. Walsh; *GCSE Modern World History*; Hodder Education; 2009.
Question 14	© T. Fiehn et al; *The USA between the Wars 1919 – 1941*; John Murray / Brown Brothers; 1998.
Question 15	© R. Ennion.
Question 16	© B. Walsh; *GCSE Modern World History*; John Murray; 1996.
Question 17	© R. Ennion.
Question 18	© A government official speaking in the 1950s about the removal of black and mixed race people from their homes under the 1950 Group Areas Act.
Question 19	© *Namibia: The Facts*; I D A F Publications.
Question 20	© M. Scott-Baumann; *Conflict in the Middle East: Israel and the Arabs*; Hodder Murray / Popperfoto; 2007.
Question 21	© R. Ennion.
Question 22	© R. Staton, R. Ennion & W. Moore; *Three Centuries of Change*; Collins Educational; 1998.
Question 23	© B. Walsh; *British Social and Economic History*; John Murray / Mary Evans Picture Library; 1997.
Question 24	© P. Sauvain; *European and World History 1815 – 1919*; Hulton; 1985.
Question 25	© R. Rees; *India 1900 – 47*; Heinemann; 2006.

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