



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

HISTORY

Paper 1

0470/11

May/June 2014

2 hours

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer **three** questions.

Section A (Core Content)

Answer any **two** questions.

Section B (Depth Studies)

Answer any **one** question.

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



This document consists of **17** printed pages, **3** blank pages and **1** insert.

SECTION A: CORE CONTENT

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

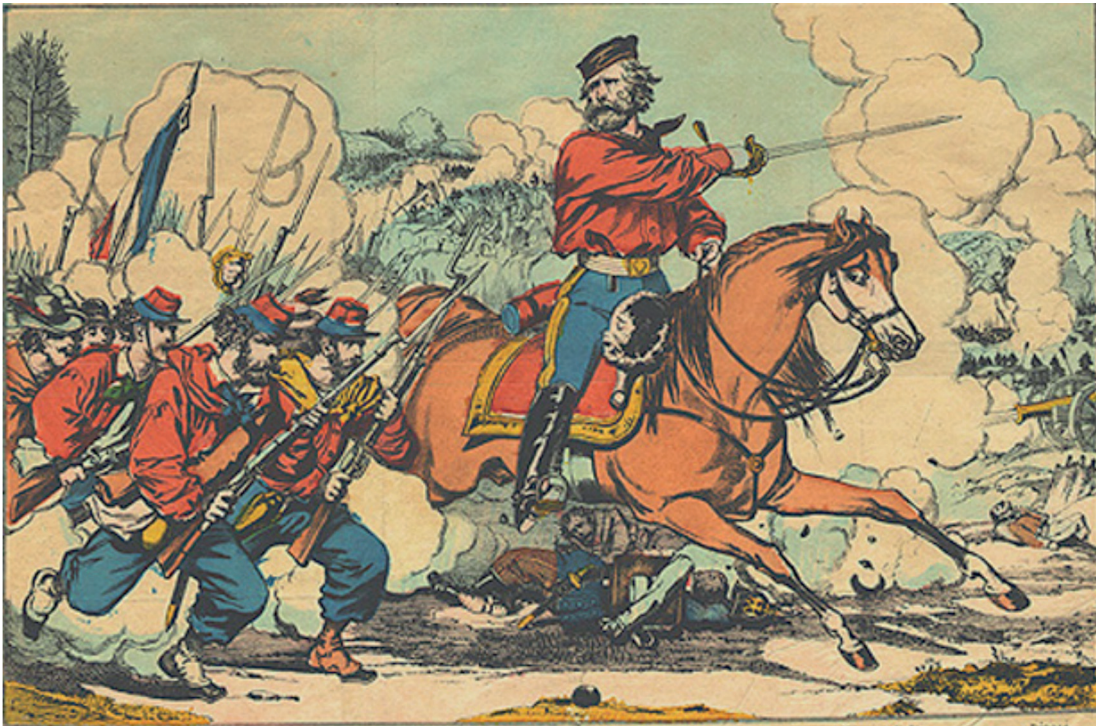
- 1 Read the extract, and then answer the questions which follow.

Charles Albert, although liberal in his sympathies, was a cautious man. In 1848 liberals and nationalists could see no reason why the Austrians should not be driven out of Italy for good. All that was required was decisive action from the King of Piedmont.

From a British history textbook published in 1985.

- (a) Describe the events of the Hungarian Revolution of 1848–9. [5]
- (b) Why did Charles Albert fail against Austria in 1848–9? [7]
- (c) How similar were the aims of European revolutions in 1848–9? Explain your answer. [8]

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



An illustration of Garibaldi and his army of Redshirts.

- (a) Describe the actions of Cavour between 1852 and 1858 to strengthen Piedmont's position in Italy. [5]
- (b) Why did Austria issue an ultimatum to Piedmont in 1859 threatening war? [7]
- (c) How much of a help was Garibaldi to Cavour? Explain your answer. [8]

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

The revolution of 1848 was over and Prussia humiliated. The Bund was back under Austrian leadership. But the Prussian generals and the future King William I were to remember the reason for that humiliation – the weakness of the army.

From a British history textbook published in 1985.

- (a) Describe the course of the German revolutions of 1848–9. [5]
- (b) Why was Austria able to reassert its influence over Germany by 1850? [7]
- (c) How far was Bismarck's diplomatic skill the main reason for the defeat of Austria in 1866? Explain your answer. [8]

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

There is no comparison between the importance of the German navy to Germany and the importance of our navy to us. Our navy is to us what their army is to them. To have a strong navy would increase Germany's prestige and influence, but it is not a matter of life and death as it is to us.

The British Foreign Secretary in a speech to Parliament in 1909.

- (a) Describe the part played by Germany in increasing colonial rivalry. [5]
- (b) Why did the Alliance System increase the threat of war? [7]
- (c) 'Colonial rivalry was the most important reason for increased Great Power tension before the First World War.' How far do you agree with this statement? Explain your answer. [8]

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



THE RECKONING.

PAN-GERMAN: "MONSTROUS, I CALL IT, WHY, IT'S FULLY A QUARTER OF WHAT WE SHOULD HAVE MADE *THEM* PAY, IF *WE'D* WON."

A British cartoon published in 1919.

- (a) What impact did the Treaty of Versailles have on Germany's military? [5]
- (b) Why did the aims of the 'Big Three' at Versailles differ? [7]
- (c) Was Germany's reaction to the Treaty of Versailles justified? Explain your answer. [8]

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

Be glad in your hearts. Give thanks to God. People of Britain, your children are safe. Your husbands and sons will not march to battle. If we must have a victor, let us choose Chamberlain. The Prime Minister's achievements are mighty and long-lasting – millions of happy homes and hearts relieved of their burden.

From a British newspaper article commenting on the Munich Agreement, September 1938.

- (a) In what ways had Hitler built up Germany's military strength by March 1936? [5]
- (b) Why did Hitler want Anschluss? [7]
- (c) 'Chamberlain was right to follow a policy of appeasement.' How far do you agree with this statement? Explain your answer. [8]

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

I believe that it must be the policy of the United States to support people who are resisting attempted suppression by armed minorities or by any outside pressures. I believe that we must help free peoples to work out their own destiny in their own way.

US President Truman speaking in 1947.

- (a) What decisions, in relation to Germany, were agreed at the Yalta and Potsdam Conferences? [5]
- (b) Why did mistrust between the USSR and the USA increase in 1945? [7]
- (c) 'The Truman Doctrine and the Marshall Plan were to blame for the Cold War.' How far do you agree with this statement? Explain your answer. [8]

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

Mr Gorbachev did not set out to abolish the Soviet Union, nor the Communist Party. These events happened in spite of his resistance and because, in the long run, the entire Soviet system was heading for disaster.

From an article published in an English newspaper in December 1991, shortly before Gorbachev resigned.

- (a) Describe events in Berlin leading up to the building of the Wall in 1961. [5]
- (b) Why were the Soviets worried about events in Czechoslovakia in 1968? [7]
- (c) How far can Gorbachev be blamed for the collapse of Soviet control over Eastern Europe? Explain your answer. [8]

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 of a French soldier guarding a train in the Ruhr, 1923.

- (a) Describe the political situation in Germany at the end of the First World War. [5]
- (b) Why did the French invade the Ruhr in 1923? [7]
- (c) 'The Weimar Republic successfully dealt with Germany's problems between 1922 and 1929.' How far do you agree with this statement? Explain your answer. [8]

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

The formation of groupings of young people outside the Hitler Youth has been on the increase to such an extent that there is a serious risk of political, moral and criminal subversion of our youth.

From a report by the Hitler Youth leadership, 1942.

- (a) Describe Hitler's economic policies. [5]
- (b) Why did the Nazis change the school curriculum? [7]
- (c) 'The Nazi youth policies were successful.' How far do you agree with this statement? Explain your answer. [8]

DEPTH STUDY B: RUSSIA, 1905–41

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

In the countryside the burning and destruction of houses became more frequent by the end of the summer. Military discipline had collapsed. There were masses of deserters who went home to claim land.

An eye-witness account, September 1917.

- (a) Describe the events of Lenin's return to Russia in April 1917. [5]
- (b) Why were the 'July Days' important? [7]
- (c) 'The Provisional Government was overthrown because it decided to continue the war against Germany.' How far do you agree with this statement? Explain your answer. [8]

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

In order to turn a peasant society into an industrial country, countless material human sacrifices were necessary. The people had to accept this. They would forgive Comrade Stalin even if a few million people had to perish in the process. The great aim demanded great energy that could be drawn from a backward people only by great harshness.

A Russian Communist author writing in 1988, supporting the actions of Stalin.

- (a) What were the kulaks? [5]
- (b) Why was collectivisation important to Stalin? [7]
- (c) How successful were Stalin's industrialisation policies? Explain your answer. [8]

DEPTH STUDY C: THE USA, 1919–41

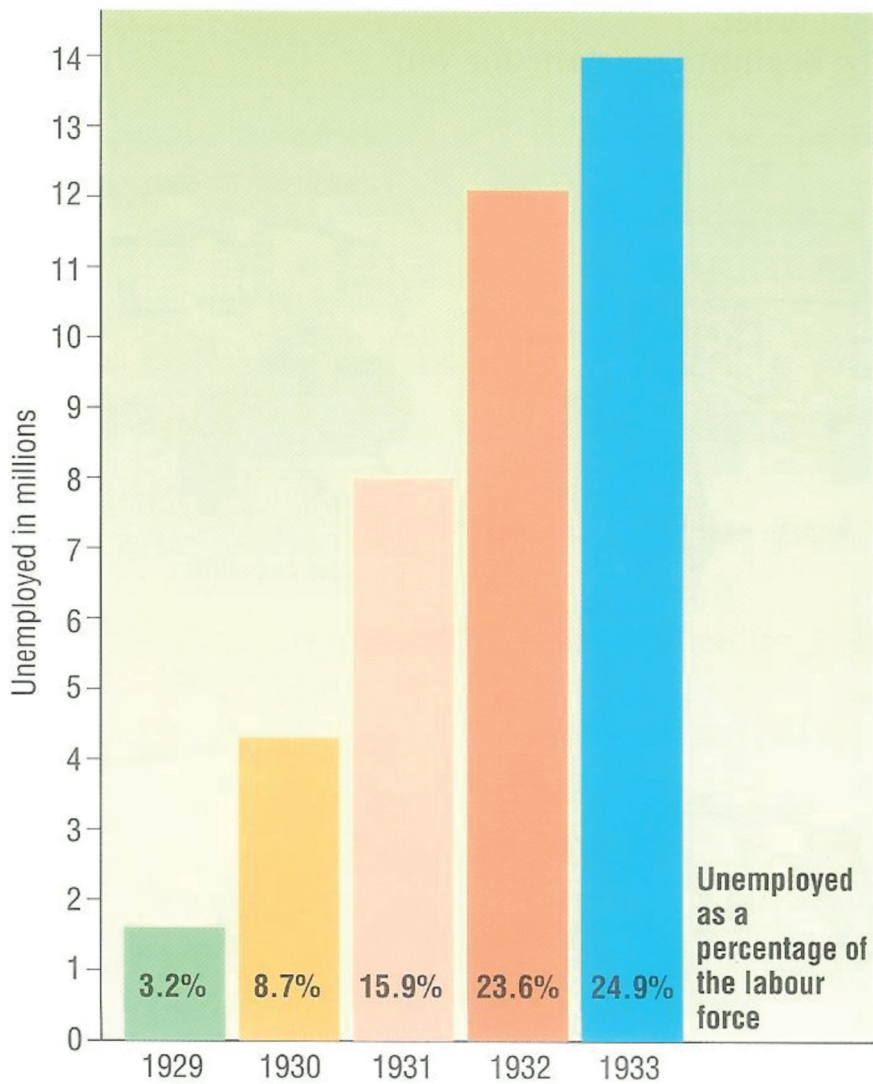
13 Read the extract, and then answer the questions which follow.

It is better to sell a large number of cars at a reasonable small profit than to sell fewer cars at a larger margin of profit. This enables a large number of people to buy, and enjoy the use of, a car, and it gives a large number of men employment at good wages.

Henry Ford speaking about car production levels in the 1920s.

- (a) What problems faced many traditional industries in America in the 1920s? [5]
- (b) Why did American agriculture face difficulties in the 1920s? [7]
- (c) How far was the expansion of the automobile industry responsible for the economic 'boom' of the 1920s? Explain your answer. [8]

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



A graph of unemployment in the USA, 1929–33.

- (a) What were the consequences of the Wall Street Crash for the American people? [5]
- (b) Why did the US government feel threatened by the Bonus Marchers? [7]
- (c) 'Speculation on the stock market was more responsible for the Wall Street Crash than weaknesses in the US economy.' How far do you agree with this statement? Explain your answer. [8]

DEPTH STUDY D: CHINA, 1945–c.1990

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

International Communists worked overtime to turn American public opinion against the Nationalist Government. Such adjectives as 'corrupt' and 'incompetent' were used about our government and me personally. Their aim was to sabotage relations between China and the USA so as to enable the Chinese Communists to seize power. This was Moscow's plot.

Chiang Kai-shek writing in 1957 about the Communists' takeover of power.

- (a) Describe the disunity existing in China immediately after the ending of the war with Japan. [5]
- (b) Why were the Communists successful in winning power in 1949? [7]
- (c) 'The greatest problem facing the Communists when they came to power was the level of agricultural production.' How far do you agree with this statement? Explain your answer. [8]

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

In 1956 a new Soviet leader, Nikita Khrushchev, began to develop more friendly relations with the USA and other capitalist countries in the West. The Chinese were suspicious about these developments.

From a British school textbook published in 1988.

- (a) Describe Communist China's relations with Taiwan up to 1971. [5]
- (b) Why did relations between Communist China and the USSR change after 1956? [7]
- (c) How successful was Mao in establishing Communist China as a superpower? Explain your answer. [8]

DEPTH STUDY E: SOUTHERN AFRICA IN THE TWENTIETH CENTURY

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



A poster published by the ANC in June 1950.

- (a) What were the aims of apartheid? [5]
- (b) Why was the Defiance Campaign of 1952 important? [7]
- (c) How far do you agree that apartheid benefited South Africans? Explain your answer. [8]

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

Following the 1976 riots, Botha drew up a plan of action by which he hoped he could solve South Africa's problems. He tried to give the security forces more power and also introduced some reforms.

From a book published in 1997.

- (a) What were the immediate consequences of events at Sharpeville? [5]
- (b) Why did P. W. Botha introduce the 'Total Strategy' policy? [7]
- (c) 'Mandela and De Klerk were equally significant in ending minority rule.' How far do you agree with this statement? Explain your answer. [8]

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

I do not think it is necessary for us to annex South-West Africa to the Union. The mandate is enough for me. It gives the Union such complete sovereignty, not only administrative but legislative, that we need not ask for anything more.

Jan Smuts speaking in the South African Parliament in 1925.

- (a) Describe the South African occupation of Namibia during the First World War. [5]
- (b) Why were Namibians unhappy when Namibia became a mandated territory? [7]
- (c) How effectively did South Africa implement the League of Nations mandate between the wars? Explain your answer. [8]

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

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



An American cartoon, showing President Carter, published in 1978.

- (a) Describe the Suez War of 1956. [5]
- (b) Why were the results of the War of 1967 important for Israelis? [7]
- (c) How far did the superpowers influence the Arab-Israeli conflict up to 1979? Explain your answer. [8]

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

Despite their desire for independence, and the dislike of Israeli occupation, the Palestinians living in the West Bank and Gaza benefited from the general social and economic policies of Israel. These included hospitals, education and the introduction of mains water.

A leading British Jewish historian writing in 1993.

- (a) Describe relations between Jews and Arabs in the occupied territories. [5]
- (b) Why did Israelis settle in the occupied territories? [7]
- (c) 'Before 1990 Israelis were not prepared to live in peace with their Arab neighbours.' How far do you agree with this statement? Explain your answer. [8]

DEPTH STUDY G: THE CREATION OF MODERN INDUSTRIAL SOCIETY

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

I have now almost completed my municipal programme to improve Birmingham. Soon the town will have open spaces, paved walkways, supplies of household gas and clean drinking water. This work will have been achieved in three years.

Joseph Chamberlain speaking in 1876.

- (a) Describe the insanitary conditions in nineteenth-century towns. [5]
- (b) Why did people move to the new industrial towns? [7]
- (c) How successful were efforts to improve conditions in towns? Explain your answer. [8]

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

We the undersigned do hereby declare that we are not members of a trade union and that we do not and will not pay towards the support of any trade union.

Part of the 'document' which many workers had to sign.

- (a) What were the 'Tolpuddle Martyrs'? [5]
- (b) Why were early trade unions weak? [7]
- (c) 'Chartism failed because it was a divided movement.' How far do you agree with this statement? Explain your answer. [8]

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 kept careful records of what they encountered, charting their progress through unmapped territory. They wanted to stamp out the 'evils' which they encountered. They believed they knew what was best for other people.

From a school textbook published in 1985.

- (a) What did nineteenth-century missionaries want to achieve? [5]
- (b) Why did Europeans use the word 'barbarians' about people in some other parts of the world? [7]
- (c) 'The main aim of Western imperialism was to gain more political power.' How far do you agree with this statement? Explain your answer. [8]

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

Many politicians thought Britain had a moral responsibility to bring civilisation and Christianity to racially inferior native peoples. This idea of Britain as a dominant world power was always going to win popular support.

From a school textbook published in 2004.

- (a) What prompted Europeans to refer to Africa in the early years of the nineteenth century as the 'dark continent'? [5]
- (b) Why was a colonial conference held in Berlin in 1884–5? [7]
- (c) 'The impact of Europeans on Africa was harmful.' How far do you agree with this statement? Explain your answer. [8]

BLANK PAGE

 Copyright Acknowledgements:

- Question 1 © Philip Sauvain; *European and World History 1815–1919*; Hulton; 1985.
- Question 2 © www.Tuscantravel.com; 18 October 2012.
- Question 3 © Philip Sauvain; *European and World History 1815–1919*; Hulton; 1985.
- Question 4 © Ben Walsh; *OCR GCSE Modern World History*; Reproduced by permission of Hodder Education; 2009.
- Question 5 © Ben Walsh; *OCR GCSE Modern World History*; Reproduced by permission of Hodder Education; 2009.
- Question 6 © Nigel Kelly & Greg Lacey; *Modern World History*; Heinemann; 2001.
- Question 7 © Steven Waugh; *Essential Modern World History*; Nelson Thornes; 2001.
- Question 8 © Nigel Kelly & Greg Lacey; *Modern World History*; Heinemann; 2001.
- Question 9 © Paul Grey & Rosmarie Little; *Germany 1918–1945*; Cambridge University Press / Ullstein Bilderdienst; 1997.
- Question 10 © Ben Walsh; *OCR GCSE Modern World History*; Reproduced by permission of Hodder Education; 2009.
- Question 11 © Steven Waugh; *Essential Modern World History*; Nelson Thornes; 2001.
- Question 12 © Ben Walsh; *OCR GCSE Modern World History*; Reproduced by permission of Hodder Education; 2009.
- Question 13 © Terry Fiehn et al; *The USA Between the Wars 1919–1941*; Published by John Murray. Reprinted by permission of Hodder Education; 1998.
- Question 14 © Terry Fiehn et al; *The USA Between the Wars 1919–1941*; Published by John Murray. Reprinted by permission of Hodder Education; 1998.
- Question 15 © Harriet Ward; *China in the 20th Century*; Heinemann Educational; 1990.
- Question 16 © Josh Brooman; *China Since 1900*; Published by Longman. Reprinted by permission of Pearson Education Ltd; 1988.
- Question 17 © Martin Roberts; *South Africa 1948–1994 The Rise and Fall of Apartheid*; Published by Longman. Reprinted by permission of Pearson Education Ltd / The Mayibuye Centre, South Africa.
- Question 18 © Rosemary Mulholland; *South Africa 1948–1994*; Cambridge University Press; 1997.
- Question 19 © Nangolo Mbumba & Norbert H Noisser; *Namibia in History*; Zed Books Ltd; 1988.
- Question 20 © Tony Rea & John Wright; *The Arab-Israeli Conflict*; Oxford University Press / Popperfoto; 1997.
- Question 21 © Tony McAleavy; *The Arab-Israeli Conflict*; Cambridge University Press; 1998.
- Question 22 © Ben Walsh; *British Social & Economic History*; Published by John Murray. Reprinted by permission of Hodder Education. 1997.
- Question 23 © Ben Walsh; *British Social & Economic History*; Published by John Murray. Reprinted by permission of Hodder Education. 1997.
- Question 24 © Philip Sauvain; *European and World History*; Hulton; 1985.
- Question 25 © John Aldred; *British Imperial and Foreign Policy 1846–1980*; Heinemann; 2004.

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.