

HISTORY

Paper 1

0470/12

October/November 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 **19** printed pages, **1** blank page 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.

The idea of national unity was enough to bring about an uprising in 1848, but it was not enough to bring victory. The ordinary people, who wanted to drive out the Austrians, were prepared to accept the leadership of Charles Albert. When the driving force of expelling the Austrians failed, the ordinary people were left leaderless.

From a book written by a soldier who fought in Lombardy in 1848–49.

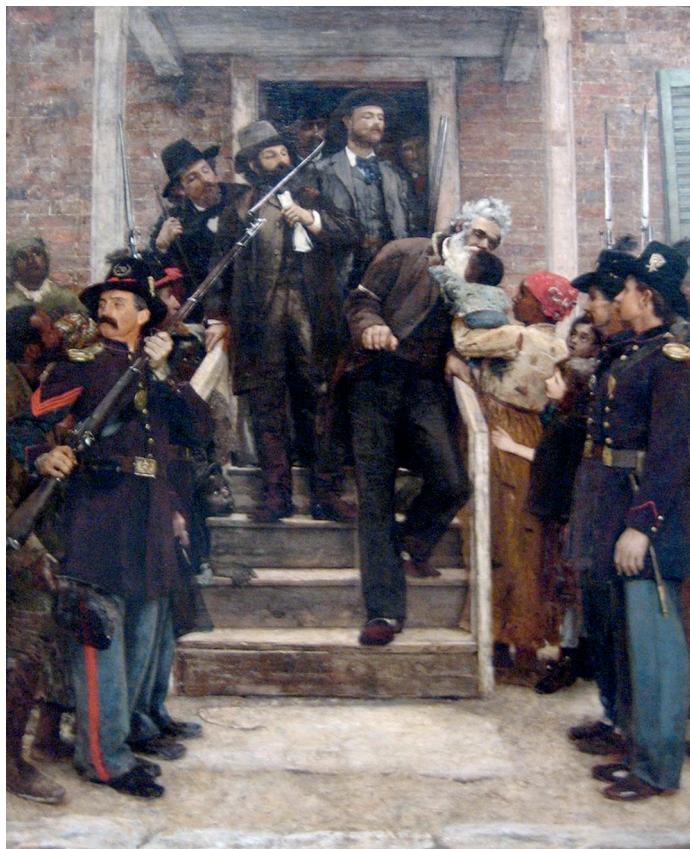
- (a) What did the Roman Republic of 1848–49 achieve? [5]
- (b) Why did attempts to unify Italy by 1849 end in failure? [7]
- (c) ‘Garibaldi’s contribution to the unification of Italy was more important than the contribution of any other person.’ How far do you agree with this statement? Explain your answer. [8]
- 2** Read the extract, and then answer the questions which follow.

Bismarck combined high intelligence with an unscrupulous view of politics and state affairs. He got things done and did not worry too much about the means he used to get his way. His cunning was well displayed when he first picked off Austria in 1866, having ensured French and Russian neutrality.

From a history book published in 1985.

- (a) What were the functions of the Zollverein? [5]
- (b) Why was Bismarck appointed Minister-President of Prussia in 1862? [7]
- (c) ‘Bismarck did not plan for the unification of Germany. He just took opportunities that others gave him.’ How far do you agree with this statement? Explain your answer. [8]

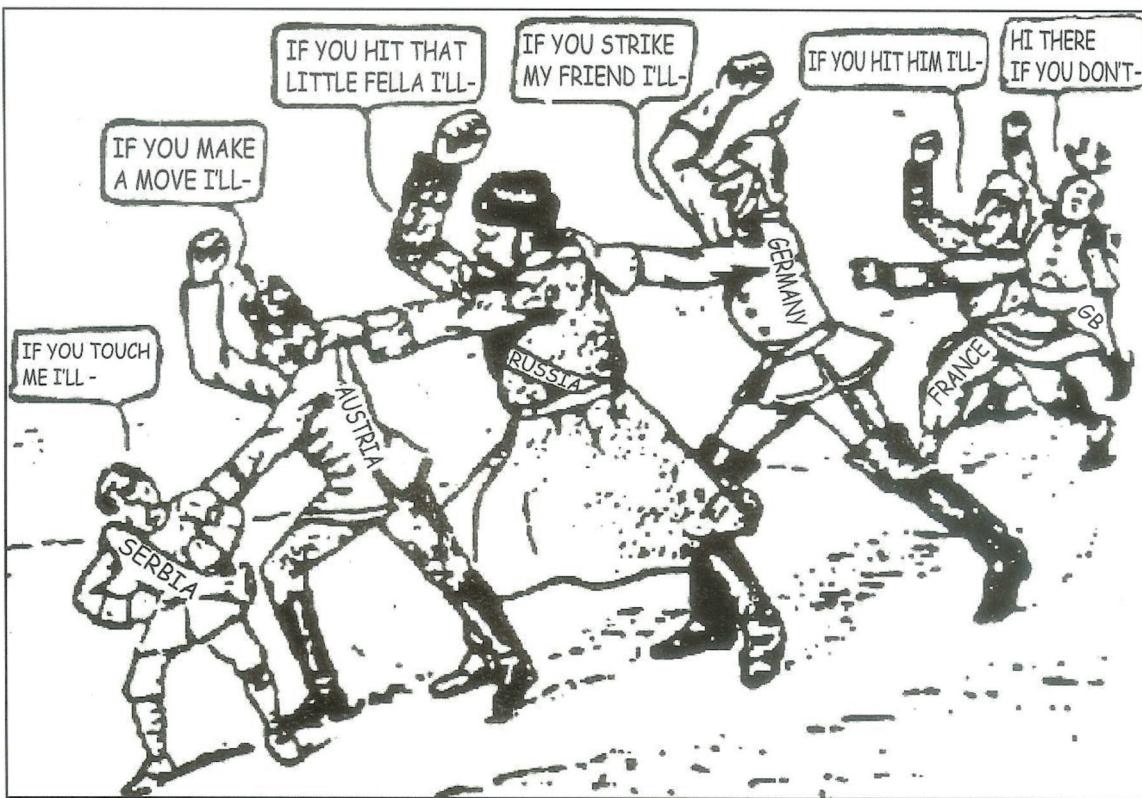
- 3 Look at the painting, and then answer the questions which follow.



'The Last Moments of John Brown' painted in 1859.

- (a) Describe John Brown's contribution to the struggle against slavery. [5]
- (b) Why were abolitionists annoyed by the Dred Scott decision? [7]
- (c) 'The lives of Black Americans were changed little by the Civil War.' How far do you agree with this statement? Explain your answer. [8]

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



An American cartoon entitled 'The Chain of Friendship'. It was published in July 1914.

- (a) Describe the colonial rivalry which existed among the Great Powers before the First World War. [5]
- (b) Why was the Triple Entente formed? [7]
- (c) 'In 1914, the actions of Austria-Hungary were more important than the actions of Russia in causing war.' How far do you agree with this statement? Explain your answer. [8]

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

We want peace which will be just, but not vindictive. We want a stern peace because the occasion demands it, but the severity must be designed, not for vengeance, but for justice. Above all, we want to protect the future against a repetition of the horrors of this war.

Lloyd George speaking to the British Parliament, before the Paris Peace Conference.

- (a) With reference to the terms of the peace settlement of 1919, what was decided about (i) the Saar and (ii) the Rhineland? [5]
- (b) Why was Germany unhappy with being forced to accept responsibility for the war? [7]
- (c) How far did Lloyd George achieve his aims at the Paris Peace Conference? Explain your answer. [8]

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

The defeat suffered in the United States strikes at the very existence of the League of Nations. America's place will remain empty at Geneva. The two countries that will dominate, France and Great Britain, are divided on almost every topic to be discussed.

A French politician commenting, in 1920, on the League without the USA.

- (a) Describe how collective security was intended to work. [5]
- (b) Why was the American decision not to join the League a great blow to the organisation? [7]
- (c) 'The Depression had a greater impact on the League than did events in Manchuria.' How far do you agree with this statement? Explain your answer. [8]

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

Mr Churchill has said that for Great Britain the Polish question is one of honour. But for the Russians it is a question of both honour and security. Throughout history Poland has been the corridor for attack on Russia. It is not merely a question of honour for Russia, but one of life and death.

Stalin speaking to Churchill and Roosevelt at Yalta in 1945.

- (a) What was discussed, in relation to Poland, at the Yalta Conference? [5]
- (b) Why did tensions between the USSR and the Western Allies increase at the Potsdam Conference? [7]
- (c) ‘The USSR was to blame for starting the Cold War.’ How far do you agree with this statement? Explain your answer. [8]

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



A photograph of US marines pinned down by Vietcong snipers in the city of Hue during the Tet Offensive, 1968.

- (a) What was the Tet Offensive? [5]
- (b) Why were the methods used by the Americans to try to defeat the Vietcong unsuccessful? [7]
- (c) ‘American public opinion was more important than Vietcong guerrilla tactics in bringing about the US withdrawal from Vietnam.’ How far do you agree with this statement? Explain your answer. [8]

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.

With the death of Stresemann, Germany lost its ablest statesman. From 1923 he worked hard to rebuild his shattered country, and for peace and co-operation abroad.

From Stresemann's obituary in a British newspaper, October 1929.

- (a) What were the main economic challenges facing the Weimar Republic when it was established? [5]
- (b) Why did the Weimar Republic face political opposition from the start? [7]
- (c) To what extent did the Weimar Republic recover after 1923? Explain your answer. [8]

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

We believed in Hitler. We believed in the whole system, the entire leadership. We could not do anything else. That was our generation and he was our idol.

A member of the Hitler Youth, speaking after the Second World War.

- (a) What was education like for young people in schools in Nazi Germany? [5]
- (b) Why was membership of the Hitler Youth encouraged? [7]
- (c) How far did life for workers improve in Nazi Germany up to 1939? Explain your answer. [8]

DEPTH STUDY B: RUSSIA, 1905–41

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

The Provisional Government possesses no real power and its orders are executed only in so far as this is permitted by the Soviet of Workers' and Soldiers' Deputies.

*From a letter written by a member of the newly formed Provisional Government, March 1917.
It is commenting on the 'Dual Government' which ruled Russia.*

- (a) Describe the Kornilov affair. [5]
- (b) Why was Lenin important to the Bolshevik seizure of power? [7]
- (c) 'The Provisional Government failed because it lacked popular support.' How far do you agree with this statement? Explain your answer. [8]

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

Before the changes you said the factory owners were unfair to us, but the factory owners did not force us to work such long hours, and there was enough of everything in the shops. Now we work long hours doing the work four men used to do.

A Russian factory worker commenting in 1929.

- (a) What problems did Soviet agriculture face before collectivisation? [5]
- (b) Why did Stalin find it difficult to introduce collectivisation? [7]
- (c) How far did the Soviet people benefit from Stalin's economic plans? Explain your answer. [8]

DEPTH STUDY C: THE USA, 1919–41

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

Advertising has made broadcasting an industry. The broadcasters have discovered they can boost industry and people want to buy time on air.

From an American newspaper published in the 1920s.

- (a) How did Henry Ford organise motor car production? [5]
- (b) Why did the radio industry grow rapidly? [7]
- (c) How far did Americans benefit from the 'boom' of the 1920s? Explain your answer. [8]

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

The music is sensuous, the embracing of dance partners is absolutely indecent and the movements are such that they cannot be described in a family newspaper.

From a religious newspaper published in the 1920s.

- (a) Describe how the motion picture industry was organised in the 1920s. [5]
- (b) Why did some people disapprove of young people's behaviour? [7]
- (c) 'Prohibition had a greater impact on American society in the 1920s than intolerance.' 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.

The American government, which had given Chiang Kai-shek 200 million dollars' worth of aid since 1945, could see that the Kuomintang was a spent force and so in 1947 cut off all aid to them.

From a British history book published in 1998.

- (a) Describe the efforts made in 1946 to avoid a civil war in China. [5]
- (b) Why did a civil war start in China in 1946? [7]
- (c) 'The failures of Chiang Kai-shek resulted in the Communists winning the Civil War.' How far do you agree with this statement? Explain your answer. [8]

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

Content removed due to copyright restrictions.

- (a) What were 'people's courts'? [5]
- (b) Why was 'thought reform' introduced by the Communists? [7]
- (c) 'Mao's economic policies between 1952 and 1961 were unsuccessful.' How far do you agree with this statement? Explain your answer. [8]

DEPTH STUDY E: SOUTHERN AFRICA IN THE TWENTIETH CENTURY

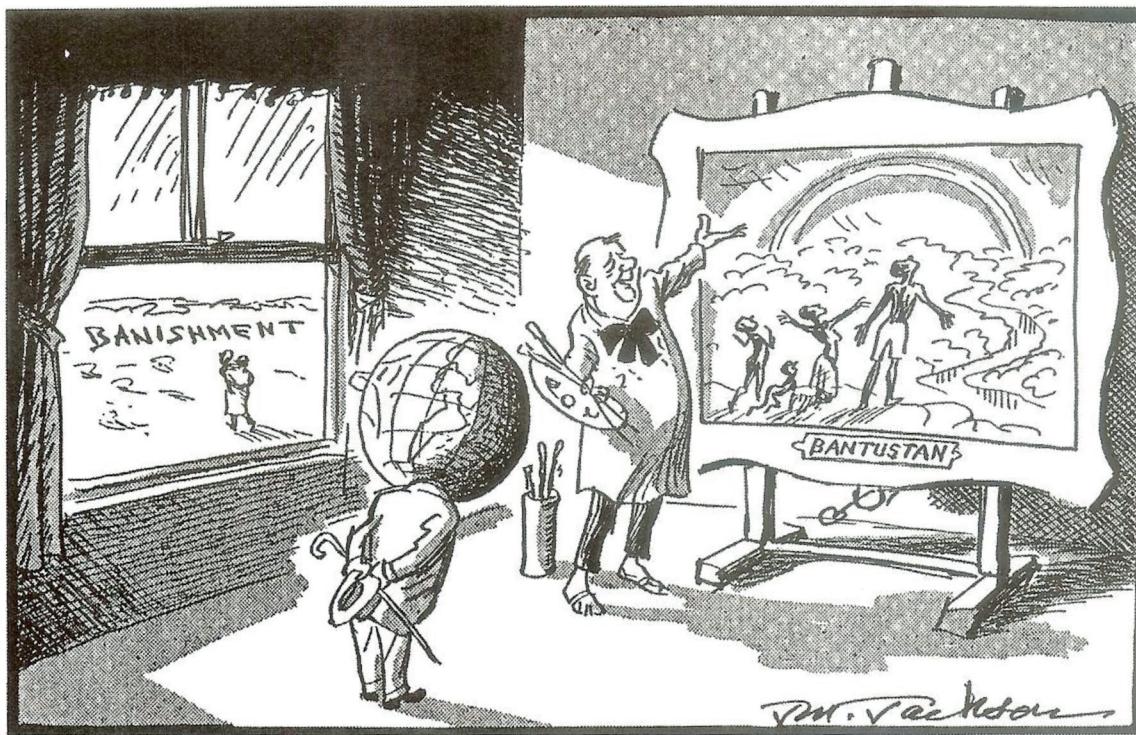
- 17 Read the extract, and then answer the questions which follow.

After the war ended in 1902, Lord Milner, the leading British official in South Africa, adopted a policy of 'Anglicisation'. He wanted to break down the divisions between the Boers and the British. He wanted to encourage large numbers of new British settlers to come to South Africa, hoping they would swamp the Boers.

From a history book published in Britain in 1997.

- (a) What did Rhodes hope to achieve in Africa? [5]
- (b) Why did tensions between the Boers and the British increase prior to the outbreak of war in 1899? [7]
- (c) 'The British failed to deal successfully with South Africa between 1900 and 1910.' How far do you agree with this statement? Explain your answer. [8]

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



A cartoon published in South Africa in 1959.

- (a) What actions did the South African government take in the 1950s to ensure racial groups were separated? [5]
- (b) Why was apartheid popular with many white South Africans in the 1950s and 1960s? [7]
- (c) How successful was apartheid in the 1950s and 1960s? Explain your answer. [8]

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

The decision to colonise in Southern Africa means that the native tribes must leave the land where they have pastured their cattle, so that the white man can pasture his cattle there.

The commissioner responsible for German colonial settlement, speaking in 1903.

- (a) Describe the establishment of German colonial rule in Namibia. [5]
- (b) Why was there resistance to the German colonisation of Namibia? [7]
- (c) How far were Namibia and its people affected by the First World War? Explain your answer. [8]

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

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

Following the armistice agreements at the end of the war of 1948–49, the area controlled by the Jewish forces at the end of the fighting became the territory of the new state of Israel.

From a British history book published in 1998.

- (a) Describe what happened in Palestine when the Second World War came to an end in 1945. [5]
- (b) Explain why the British government decided to withdraw from Palestine in 1948. [7]
- (c) ‘The war of 1948–49 solved nothing.’ How far do you agree with this statement? Explain your answer. [8]

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

In 1988 Arafat finally publicly accepted the existence of Israel and the principle of Resolution 242. By accepting the Resolution the PLO recognised the existence of the Jewish state of Israel.

From a British history book published in 1998.

- (a) Describe the origins of the Palestine Liberation Organisation (PLO). [5]
- (b) Why did tension exist between King Hussein of Jordan and the PLO? [7]
- (c) ‘By 1993 the PLO had been successful in their efforts for the Palestinian cause.’ 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.

Children under nine years old not to work in textile mills.
Children aged nine to thirteen years to work no more than nine hours.
No one under eighteen to do night work.
Four inspectors to be appointed.

Terms of the Factory Act, 1833.

- (a) What was bad about working in an early nineteenth-century textile factory? [5]
- (b) Why was there a need to increase iron production during the first half of the nineteenth century? [7]
- (c) How successful was government legislation in improving working conditions for children in the first half of the nineteenth century? Explain your answer. [8]
- 23** Read the extract, and then answer the questions which follow.

At first the Liverpool and Manchester Railway made more money from passengers than freight. In 1835 the railway began carrying livestock which had been brought to England from Ireland. Soon supplies of fresh fish and vegetables were being transported. Raw cotton imported from America was carried in bulk to the manufacturers.

From a history book published in 1998.

- (a) What were the disadvantages of roads for Britain's transport needs at the beginning of the nineteenth century? [5]
- (b) Why were railways of benefit to people in their daily lives? [7]
- (c) 'Brunel made a greater contribution than any other person to the development of railways.' How far do you agree with this statement? Explain your answer. [8]

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

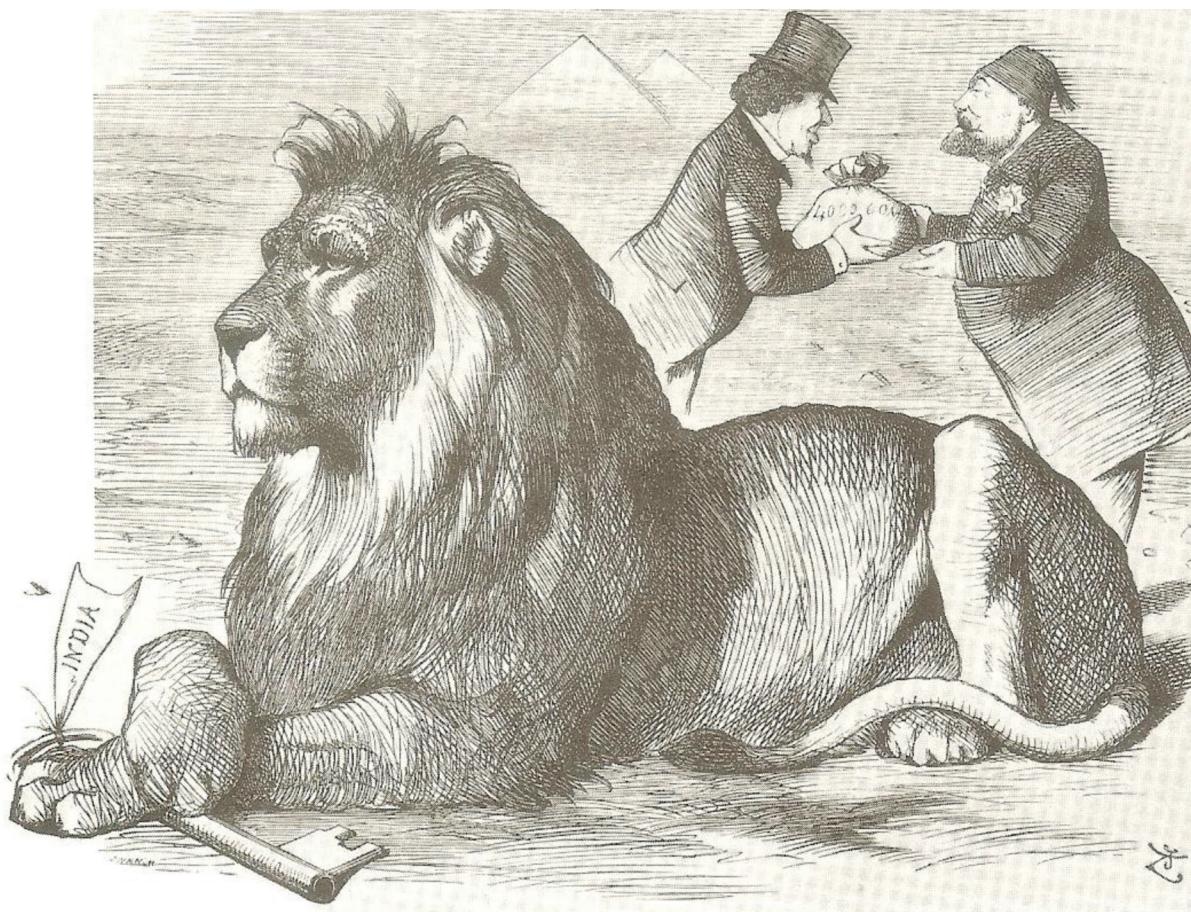
24 Read the extract, and then answer the questions which follow.

Bentinck's modernising projects, which included a policy of westernisation, were controversial and included making English the language of the higher justice courts. He also took steps to suppress native customs which the British viewed as barbaric.

A historian writing in 2012.

- (a) What was the role of the East India Company in the Indian sub-continent? [5]
- (b) Why were Bentinck's proposals for India controversial? [7]
- (c) How far was nineteenth-century India changed by British rule? Explain your answer. [8]

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



A British cartoon published in 1876. It is commenting on the British government's acquisition of a large number of shares in the Suez Canal.

- (a) What was the 'Scramble for Africa'? [5]
- (b) Why were European countries interested in Africa? [7]
- (c) How far did imperialism in Africa benefit Europeans? Explain your answer. [8]

BLANK PAGE

Copyright Acknowledgements:

- Question 1 © Martin Collier; *The Unification of Italy 1815 – 70*; Heinemann; 2008.
Question 2 © Philip Sauvain; *European and World History 1815 – 1919*; Hulton; 1985.
Question 3 © www.spartacus.schoolnet.co.uk; 29 October 2012.
Question 4 © www.bbc.co.uk/schools/gcsebitesize/history; 29 October 2012.
Question 5 © Ben Walsh; *OCR GCSE Modern World History*; Hodder Education; 2009.
Question 6 © Tony McAleavy; *Twentieth Century History: International Relations since 1919*; Cambridge University Press; 2002.
Question 7 © Tony McAleavy; *Twentieth Century History: International Relations since 1919*; Cambridge University Press; 2002.
Question 8 © Ben Walsh; *OCR GCSE Modern World History*; Hodder Education/Corbis; 2009.
Question 9 © Paul Grey & Rosemarie Little; *Germany 1918 – 1945*; Cambridge University Press; 1997.
Question 10 © Rick Rogers; *OCR GCSE History A, Germany 1919-1945*; Heinemann; 2009.
Question 11 © Ben Walsh; *OCR GCSE Modern World History*; Hodder Education; 2009.
Question 12 © Philip Ingram; *Russia and the USSR 1905-1991*; Cambridge University Press; 1997.
Question 13 © C. K. Macdonald; *Modern America*; Basil Blackwell; 1987.
Question 14 © Ian Campbell; *The USA 1917-1941*; Cambridge University Press; 1998.
Question 15 © Josh Brooman; *China since 1900*; Published by Longman. Reprinted by permission of Pearson Education Ltd; 1988.
Question 16 © <http://www.uselesstree.typepad.com>; 30 October 2012.
Question 17 © Rosemary Holland; *South Africa 1948 – 1994*; Cambridge University Press; 1997.
Question 18 © Nangolo Mbumba & Norbert H. Noisser; *Namibia in History*; Zed Books Ltd; 1988.
Question 19 © Tony McAleavy; *The Arab-Israeli Conflict*; Cambridge University Press; 1998.
Question 20 © Tony McAleavy; *The Arab-Israeli Conflict*; Cambridge University Press; 1998.
Question 21 © Ben Walsh; *British Social & Economic History*; Published by John Murray. Reprinted by permission of Hodder Education; 1997.
Question 22 © Richard Staton et al; *Three Centuries of Change*; Collins Educational; 1998.
Question 23 © Ray Ennion
Question 24 © Philip Sauvain; *European and World History 1815 – 1919*; Hulton / Punch; 1985.

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.