

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

HISTORY

0470/04

Paper 4 Alternative to Coursework

October/November 2005

Additional Materials: Answer Booklet/Paper

1 hour

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 on both sides of the paper.
You may use a soft pencil for any diagrams, graphs, music or rough working.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer the questions on **one** Depth Study.
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 **10** printed pages and **2** blank pages.



DEPTH STUDY A: GERMANY, 1918–45

- 1 Study the sources, and then answer the questions which follow.

Source A

We still know little about the dreadful events of 30 June. We only know that men whom Hitler constantly praised are dead. We are told that they are now dead because they were involved in a conspiracy. But so far no evidence has been produced to prove this conspiracy.

A British newspaper article, 1934.

Source B

Without telling me, Rohm made a plan with General von Schleicher that the present regime in Germany could not be continued; that the army and navy must be combined and that Rohm was the man for this post. I decided to put an end to this plan. Therefore I decided to dismiss Rohm, to arrest him and a number of SA leaders. I gave orders to shoot those that were guilty of treason. Everyone will know in future that treachery towards the state will end in certain death.

Hitler's speech to the Reichstag, 13 July 1934.

- (a) (i) Study Source A.
What can you tell from this source about the Night of the Long Knives? Support your answer with reference to the source. [6]
- (ii) Study Source B.
How far does this source show the extent of opposition to Hitler? Explain your answer. [7]
- (iii) Study both sources.
Is one of these sources more useful than the other as evidence about Hitler's leadership? Explain your answer. [7]
- (b) (i) Give **two** features of the Nazi totalitarian state. [2]
- (ii) What were the Nuremberg rallies? [4]
- (iii) Why did Hitler want to gain the support of Germany's youth? [6]
- (iv) How far did Hitler use unlawful methods to achieve power in 1933–34? Explain your answer. [8]

DEPTH STUDY B: RUSSIA, 1905–1941

- 2 Study the sources, and then answer the questions which follow.

Source A

At last the firing ceased. I stood up with the few others who remained uninjured and looked down at the bodies that lay around me. I cried to them, 'Stand up!' But they lay still. Why did they lie there? The thought flashed through my mind, 'And this is the work of our Little Father, the Tsar'. Now I knew the truth, that a new chapter was opened in the book of the history of our people.

From an account of the events of Bloody Sunday by Father Gapon in his book, 'The Story of My Life', 1905.

Source B

A painful day. There have been serious disorders in St Petersburg because workmen wanted to come up to the Winter Palace. Troops had to open fire in several places in the city; there were many killed and wounded. God, how painful and sad! Mama arrived from town, straight to church. I lunched with all the others. Went for a walk. Mama stayed overnight.

From the entry in the Tsar's diary on Bloody Sunday, 22 January 1905.

- (a) (i) Study Source A.
What can you tell from this source about Bloody Sunday? Support your answer with reference to the source. [6]
- (ii) Study Source B.
How far does this source show that the Tsar understood the significance of the events of Bloody Sunday? Explain your answer. [7]
- (iii) Study both sources.
Is one of these sources more useful than the other as evidence about Russia under Tsarist rule? Explain your answer. [7]
- (b) (i) Name **two** revolutionary groups active in 1905. [2]
- (ii) What were the marchers protesting about on Bloody Sunday? [4]
- (iii) Why was the Tsar able to survive the 1905 Revolution? [6]
- (iv) How far had Tsar Nicholas II retained the loyalty of the Russian people up to the outbreak of war in 1914? Explain your answer. [8]

DEPTH STUDY C: THE USA, 1919–1941

- 3 Study the sources, and then answer the questions which follow.

Source A

	1920	1929
Motor cars on roads	9 000 000	26 000 000
Telephones in homes and businesses	13 000 000	20 000 000
Radios in homes	60 000	10 000 000
Membership of Trade Unions	5 000 000	3 400 000

Statistics on the American economy in the 1920s.

Source B

In the 1920s the United States became a consumer society, with a booming market for home appliances, synthetic textiles and plastics. One of the most admired men was Henry Ford, who introduced the assembly line into the automobile industry. Ford was able to pay high wages and still earn enormous profits by manufacturing the Model T. It seemed America had solved the problem of producing and sharing wealth. There were, however, flaws in the economy of the 1920s. Industrial workers were earning better wages, but they still did not have enough purchasing power to continue buying the flood of goods pouring out of factories. With profits soaring and interest rates low, plenty of money was available for investment, but much of that went into reckless speculation.

From the United States Government Information Agency, 1986.

- (a) (i) Study Source A.
What can you tell from this source about the American economy in the 1920s? Support your answer with reference to the source. [6]
- (ii) Study Source B.
How far does this source show that all American people benefited from the economic developments of the 1920s? Explain your answer. [7]
- (iii) Study both sources.
Is one of these sources more useful than the other as evidence about the American standard of living in the 1920s? Explain your answer. [7]
- (b) (i) Give **two** examples of developments in the film industry in the 1920s. [2]
- (ii) Describe the effects of the development of hire purchase in the 1920s. [4]
- (iii) Why did agriculture not share in the prosperity of the 1920s? [6]
- (iv) How successful was the US economy between 1919 and 1928? [8]

DEPTH STUDY D: CHINA, 1945–c.1990

4 Study the sources, and then answer the questions which follow.

Source A



Building a new canal near Beijing during the Great Leap Forward.

Source B

From 1949 to 1957 the Communist Party of China pursued realistic policies. Then leaders in Beijing put forward a 'new programme' of economic development. Industrial output was to increase by 650 per cent over the next five years. Farming was expected to make a twelve-year increase in three years. This 'big leap' ended in complete failure.

From a Soviet publication of 1969.

- (a) (i) Study Source A.
What can you tell from this source about the Great Leap Forward? Support your answer with reference to the source. [6]
- (ii) Study Source B.
How far does this source show that Communist policies had been a failure? Explain your answer. [7]
- (iii) Study both sources.
Is one of these sources more useful than the other as evidence about Communist economic policies? Explain your answer. [7]
- (b) (i) What was a commune? [2]
- (ii) Describe the Hundred Flowers campaign. [4]
- (iii) Why did the Great Leap Forward fail? [6]
- (iv) How far did the Chinese people benefit from Communist Party rule between 1949 and 1962? Explain your answer. [8]

DEPTH STUDY E: SOUTHERN AFRICA IN THE TWENTIETH CENTURY

- 5 Study the sources, and then answer the questions which follow.

Source A

We want our rights here in a united, undivided South Africa. We do not want them in poor homelands. We want all our rights, we want them here and we want them **NOW**. We have been jailed, exiled, killed for too long. **NOW** is the time.

From a speech by Reverend Allan Boesak at the beginning of the United Democratic Front in 1983.

Source B

Pieter Botha was certainly more reasonable than any of the earlier National Party leaders. He recognised blacks as permanent residents of white cities and granted them the right to own houses and land in the townships. He permitted the rise of a real black opposition and allowed trade unions to organise openly. He got rid of some of the worst apartheid laws and offered a vote of sorts to the Coloureds and Indians. To pay for this and other reforms he taxed the whites heavily. As a result his party split.

The view of an Afrikaner journalist in 1990.

- (a) (i) Study Source A.
What can you tell from this source about the United Democratic Front? Support your answer with reference to the source. [6]
- (ii) Study Source B.
How far does this source show that President Botha was willing to end the dominance of the white minority? Explain your answer. [7]
- (iii) Study both sources.
Is one of these sources more useful than the other as evidence about the strength of opposition to apartheid in the 1980s? Explain your answer. [7]
- (b) (i) Name **two** of the groups represented on the Electoral College set up by the 1984 constitution. [2]
- (ii) Describe how Angola and Mozambique helped the ANC in the 1980s. [4]
- (iii) Why did President de Klerk release Nelson Mandela from prison in 1990? [6]
- (iv) How far do you agree that international pressure was the most important factor that brought apartheid to an end? Explain your answer. [8]

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

- 6 Study the sources, and then answer the questions which follow.

Source A

We have had enough of words. We know our goal and we are determined to reach it. The liberation of our territory is the fundamental task before us.

From a speech by President Sadat in Cairo, 28 September 1973.

Source B

During the Yom Kippur War there had been some dangerous moments. Both superpowers had supplied arms. At the height of the conflict it appeared that both Russia and the United States might become more directly involved. In the course of the war, the Arabs used a new weapon: oil.

From a British history textbook, 1987.

- (a) (i) Study Source A.
What can you tell from this source about Egypt's intentions? Support your answer with reference to the source. [6]
- (ii) Study Source B.
How far does this source show that the superpowers controlled events in the Yom Kippur War? Explain your answer. [7]
- (iii) Study both sources.
Is one of these sources more useful than the other as evidence about the Arab-Israeli conflict? Explain your answer. [7]
- (b) (i) What is Yom Kippur? [2]
- (ii) What actions did Arab oil producers take as a result of the Yom Kippur War? [4]
- (iii) Why did Arabs have early successes in the Yom Kippur War? [6]
- (iv) 'The most important reason for Israel's success in the Yom Kippur War was support from the USA.' Do you agree? Explain your answer. [8]

DEPTH STUDY G: THE CREATION OF MODERN INDUSTRIAL SOCIETY

7 Study the sources, and then answer the questions which follow.

Source A

A crowd of ragged women and children were as filthy as the pigs which live on the surrounding rubbish heaps. The people that live in these ruined cottages behind broken windows or in dark, wet cellars in filth and stench must really have reached the lowest stage of humanity. Each of these 'homes' contains, at most, two rooms and an attic and, perhaps, a cellar. On average twenty human beings live in these houses. For each 120 persons, one privy is provided.

A socialist writer describing conditions in Manchester in 1844.

Source B

By the middle of the nineteenth century, some middle-class houses had inside lavatories which flushed. When they flushed, the contents went into one of two places. The house might have a cesspit in the basement, or it might be connected to a sewer. The sewer, however, was only a collecting point. Both cesspits and sewers had to be emptied every so often by the night-soil men. Sometimes, in areas where there were not enough night-soil men, human waste was dumped straight into the nearest river, or left in heaps to seep through the ground into wells and springs.

From a recent history textbook.

Source C



A drawing of a cotton worker's home in Manchester in 1862.

(a) (i) Study Source A.

What can you tell from this source about living conditions for the working class in nineteenth century industrial cities? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that living conditions for most people were improving during the first half of the nineteenth century? Explain your answer. [7]

(iii) Study all of the sources.

Are these sources of equal value as evidence of the effects of the industrial revolution in the nineteenth century? Explain your answer. [7]

(b) (i) Name **two** inventions which led to the growth of the textile industry. [2]

(ii) What were the main differences between the domestic system and the factory system? [4]

(iii) Why did the population of some towns grow rapidly in the nineteenth century while others did not? [6]

(iv) 'Public health reforms were the main reason why the population increased rapidly in the nineteenth century.' Do you agree? Explain your answer. [8]

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

- 8 Study the sources, and then answer the questions which follow.

Source A

For the next fifty years after the Mutiny, British rule in India was distinguished by efficiency and fairness. It had two main aims – preserving good relations with the princes and trying to benefit the mass of Indian peasants. As well as peace and order, India's economic development was not neglected. A system of railways was constructed after 1860 which had important social and economic results.

From a history of the British Empire published in 1968.

Source B

The moment there is any sign of revolt, mutiny or treachery, of which the symptoms usually are boasting and a tendency to be impolite, it is wise to hit the Indian straight between the eyes, and keep on hitting him until he understands what he is and who is who.

Comments of a British Major-General who served with the Indian army at times between 1878 and 1918.

Source C

It is under the civilising rule of the Queen and people of England that we freely meet here together and are allowed to speak our minds without the least fear or hesitation. Such a thing is possible under British rule and British rule only.

The President of the Hindu National Congress, formed in 1885, in his address to the second Congress meeting.

- (a) (i) Study Source A.
What can you tell from this source about British rule in India after the Mutiny? Support your answer with reference to the source. [6]
- (ii) Study Sources B and C.
How far do these sources show that Britain needed to rule India with an 'iron hand' in the second half of the nineteenth century? Explain your answer. [7]
- (iii) Study all of the sources.
Is one of these sources more useful than the others as evidence about British attitudes towards ruling India in the second half of the nineteenth century? Explain your answer. [7]
- (b) (i) Name **two** British viceroys of India between 1858 and 1914. [2]
- (ii) What were the main changes introduced to India by the Government of India Act of 1858? [4]
- (iii) Why were there no more risings against British rule in India after 1857? [6]
- (iv) How far, from 1858 onwards, did the British Raj change life in India? Explain your answer. [8]

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Section B	Source A	Father Gapon; 'The Story of my Life'; 1905. Taken from Bryn Callahan; <i>History of the Twentieth Century</i> ; Longman 1987.
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Section F	Sources A and B	S J Perkins; <i>The Arab-Israeli Conflict</i> ; Nelson, 1987.
Section G	Source A	Engels' <i>The Condition of the Working Class in England in 1844</i> .
	Source B	© N Tonge and M Quincey; <i>British Social and Economic History</i> (Documents and Debates); Palgrave Macmillan, 1981.
	Source C	P Sauvain; <i>British Economic and Social History 1700–1870</i> ; Stanley Thorne, 1987.
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