

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

HISTORY

0470/04

Paper 4 Alternative to Coursework

May/June 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 **11** printed pages and **1** blank page.



DEPTH STUDY A: GERMANY, 1918–45

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

Source A

Our opponents accuse us Nazis, and me in particular, of being intolerant and quarrelsome. They say we don't want to work with other parties. They say we are not Germans at all because we refuse to work with other political parties. But is it typical for Germany to have thirty political parties? Yes, we are intolerant. My goal is to sweep away the thirty parties out of Germany.

Hitler speaking at an election meeting, July 1932.

Source B

The majority of Germans never voted for the Nazis. The Nazis made it clear they would destroy democracy and all who stood in their way. If the Communists and Socialists had joined forces they would probably have been strong enough, both in the Reichstag and on the streets, to have blocked the Nazis. The fact is that by 1932–3 there were simply not enough Germans who believed in democracy and individual freedom to save the Weimar Republic.

From a British history textbook, 1986.

- (a) (i) Study Source A.
What can you tell from this source about the Nazi Party? Support your answer with reference to the source. [6]
- (ii) Study Source B.
How far does this source show that the Nazis were the most powerful party in Germany? Explain your answer. [7]
- (iii) Study both sources.
Is one source more useful than the other as evidence about the political situation in Germany at that time? Explain your answer. [7]
- (b) (i) Name the **two** presidents of the Weimar Republic. [2]
- (ii) What were the key features of the Weimar Constitution? [4]
- (iii) Why did the Nazi Party become more popular after 1929? [6]
- (iv) 'The Reichstag Fire was the most important reason Hitler was able to become dictator of Germany during 1933–4.' Do you agree? Explain your answer. [8]

DEPTH STUDY B: RUSSIA, 1905–1941

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

Source A

'How are things with you?' I asked one man. He looked round anxiously to see that no soldiers were about. 'We have nothing, absolutely nothing. They have taken everything away,' he said and hurried on. It was true. They had nothing. It was also true that everything had been taken away. The famine was an organised one. The peasants know that some of the food that has been taken away from them is being exported.

A British reporter recalls his experience of collectivisation in the USSR, March 1933.

Source B



A group of peasants carrying a banner which says 'We demand collectivisation and the liquidation of the kulaks as a class', 1931.

- (a) (i) Study Source A.
What can you tell from this source about collectivisation? Support your answer with reference to the source. [6]
- (ii) Study Source B.
How far does this source show that the peasants supported Stalin's attack on the kulaks? Explain your answer. [7]
- (iii) Study both sources.
Is one of these sources more useful than the other as evidence about collectivisation? Explain your answer. [7]

Turn to page 4 for remainder of Depth Study B

- (b) (i) Give **two** reasons why Stalin disliked the NEP. [2]
- (ii) What was collectivisation? [4]
- (iii) Why did Stalin introduce collectivisation? [6]
- (iv) To what extent had Stalin's agricultural reforms proved successful by 1941? Explain your answer. [8]

DEPTH STUDY C: THE USA, 1919–1941

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

Source A

The only thing we have to fear is fear itself. Our first and greatest task is to put people to work. This is a problem we can solve, if we face it wisely and with courage. It can be done partly by the Government itself. We must deal with unemployment as we would deal with the emergency of war.

From Franklin Delano Roosevelt's first speech as President, 4 March 1933.

Source B

The Alphabet Agencies, from 1933, hired the unemployed to construct or repair schools, hospitals, airfields and roads. The CCC, also introduced in 1933, put people to work maintaining natural treasures such as beaches, forests and parks. These were successful as they helped to reduce unemployment, gave dignity back to the unemployed and gave families the chance to survive and stay together. However, the Agencies were only relief measures, and not meant to be continued long-term.

From an American history book, 1996.

- (a) (i) Study Source A.
What can you tell from this source about unemployment by 1933? Support your answer with reference to the source. [6]
- (ii) Study Source B.
How far does this source show that Americans benefited from the Alphabet Agencies? Explain your answer. [7]
- (iii) Study both sources.
Is one of these sources more useful than the other as evidence of Roosevelt's determination to solve the problem of unemployment? Explain your answer. [7]
- (b) (i) Give the full names of **two** of the Alphabet Agencies. [2]
- (ii) Describe ways that the Social Security Act of 1935 helped some American people. [4]
- (iii) Why did the Supreme Court rule against some of Roosevelt's measures? [6]
- (iv) To what extent had Roosevelt's government been successful in dealing with unemployment in America by 1941? Explain your answer. [8]

DEPTH STUDY D: CHINA, 1945–c.1990

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

Source A

There was a new spirit of courage and daring. Everyone, it seemed, listened to the BBC's Chinese language service. People smiled and shook my hand. The gentleness, the smiles and headbands reminded me of the big rock concerts and the anti-Vietnam demonstrations in the West during the 1960s. There was the same belief that because the protesters were young and peaceful the Government must give in.

A British reporter for the BBC writes about the demonstrations in Tiananmen Square, May 1989.

Source B

A recent article in the English-language newspaper *China Daily* said that, as bicycles and television 'have become increasingly commonplace, trendy Chinese want new status symbols'. The post-Mao consumerism is evident in the streets of Beijing. Higher heels are common. Cosmetics are being used, discreetly. Chinese private enterprise is still mainly private, largely confined to tiny businesses. However, Beijing now has 780 tailors, who sell all the clothes they can make. A report by the New China News Agency said that sales of mass-produced garments by department stores fell by thirty percent this summer.

From an article printed in a British magazine, 1982.

- (a) (i) Study Source A.
What can you tell from this source about the demonstrators in Tiananmen Square? Support your answer with reference to the source. [6]
- (ii) Study Source B.
How far does this source show that life was changing for the people of China in the 1980s? Explain your answer. [7]
- (iii) Study both sources.
Is one of these sources more useful than the other as evidence about China after the death of Mao Zedong? Explain your answer. [7]
- (b) (i) Name **two** leaders who came to power in the decade after Mao's death. [2]
- (ii) What was the 'Gang of Four'? [4]
- (iii) Why were there demonstrations in Tiananmen Square in 1989? [6]
- (iv) How far did the economic development of the 1980s produce social and political change? 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

Mr Kruger, by his character and determination, has given his people a strong sense of national identity. Out of affection they have nicknamed him 'Uncle Paul'. In matters of external policy and in his Party, Mr Kruger has his own way completely. He is determined to keep the traditional Boer way of life unchanged and to resist the spirit of progress. His actions against the Uitlanders and Mr Jameson demonstrate this.

A Cape politician's description of the President of the South African Republic, 1896.

Source B



A cartoon of Cecil Rhodes from a British magazine of the 1890s.

- (a) (i) Study Source A.

What impressions does this source give of President Kruger? Support your answer with reference to the source. [6]

- (ii) Study Source B.

How far does this source show that the influence of Cecil Rhodes benefited Southern Africa in the 1890s? Explain your answer. [7]

- (iii) Study both sources.

Is one of these sources more useful than the other as evidence about the reasons for tension between the Boer states and the British in the 1890s? Explain your answer. [7]

Turn to page 8 for remainder of Depth Study E

- (b) (i) Give **two** reasons why the British annexed the Transvaal in 1877. [2]
- (ii) Describe the outcome for the Boers of the war of 1880–81. [4]
- (iii) Why did Johannesburg develop so rapidly after 1886? [6]
- (iv) How far do you agree that the Jameson Raid was the main cause of the Anglo-Boer War of 1899–1902? 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

Date	Number of Jews	Total population	% of Jews
1918	60 000	700 000	9
1931	175 000	1 036 000	18
1939	429 000	1 500 500	28
1947	650 000	2 000 000	32

Statistics about the population of Palestine, 1918–1947.

Source B

One of the reasons for bitterness between the Jews and Palestinian Arabs was the crucial issue of immigration. From 1923 to 1939 the British government supported Jewish settlement in Palestine as agreed by the terms of the League of Nations Mandate. The Arabs became increasingly alarmed at the growth of Jewish immigration and that their lands and livelihoods would be at risk.

From a British history textbook, 1987.

- (a) (i)** Study Source A.
What can you tell from this source about developments in Palestine between 1918 and 1947? Support your answer with reference to the source. [6]
- (ii)** Study Source B.
How far does this source show that the cause of bitterness in Palestine was the League of Nations Mandate? Explain your answer. [7]
- (iii)** Study both sources.
Is one of these sources more useful than the other as evidence about the relations between Jews and Palestinian Arabs? Explain your answer. [7]
- (b) (i)** What was the British Mandate over Palestine? [2]
- (ii)** What part did UNO play in the events leading up to the declaration of the state of Israel? [4]
- (iii)** Why did Jews want to move to Israel? [6]
- (iv)** 'The main reason Israel won the war of 1948–9 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

The chief improvement made in recent years in England with regard to turnpike roads has consisted of reconstructing them upon more scientific principles than was previously done. This is mainly due to the late Mr Macadam whose plans have been adopted generally throughout the country. We find that between 1818 and 1829 the length of turnpike roads in England and Wales increased by more than 1000 miles.

From the book 'Progress of the Nation' published in 1851.

Source B

Turnpike roads, however perfectly constructed, have been found unable to deal with the carrying of great quantities of heavy substances in a given time. Canals are, in most situations, the perfect means of communication but they are limited by local circumstances – the difficulty of obtaining water, frost in northerly climates and hills or steep banks.

Thomas Telford writing in the early nineteenth century.

Source C

There were 34 306 railway labourers and 14 559 railway officers, clerks and stationmasters. Then there were 59 981 carriers and waggoners; 29 408 horse-keepers, 16 836 non-domestic coachmen, guards and postboys – not to mention those who maintained the tens of thousands of private carriages and the armies of coach-builders, wheelwrights, blacksmiths and saddlers.

A comment on the census of 1851.

- (a) (i) Study Source A.
What can you tell from this source about road transport in the first half of the nineteenth century? Support your answer with reference to the source. [6]
- (ii) Study Source B.
How far does this source show that canals were the best method of transport in early nineteenth century Britain? Explain your answer. [7]
- (iii) Study all sources.
Is one source more useful than the others as evidence about nineteenth century transport? Explain your answer. [7]
- (b) (i) What was a turnpike road? [2]
- (ii) Describe Macadam's road-building methods. [4]
- (iii) Why were so many canals built in the late eighteenth and early nineteenth centuries? [6]
- (iv) 'Without railways, Britain's agriculture and industry could not have developed 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

1852 – These wretched colonies are a millstone round our necks.

1866 – Leave the colonies to defend themselves; give up the settlements on the west coast of Africa and then we make savings which will enable us to build ships and have a good budget.

Both statements were made by Disraeli when he was Chancellor of the Exchequer (Finance Minister).

Source B

1872 – Englishmen are proud of belonging to a great country. They are proud of belonging to an imperial country and are determined to maintain, if they can, their empire.

1874 – The Queen has become the sovereign of the most powerful of states. On the other side of the globe there are now places belonging to her teeming with wealth and population. Our duty at this moment is to maintain the Empire of England.

Both statements were made by Disraeli when he was not in Government at the time.

- (a) (i) Study Source A.
What can you tell from this source about British attitudes towards colonies? Support your answer with reference to the source. [6]
- (ii) Study Source B.
How far does this source explain why Britain wanted to keep her empire in the nineteenth century? Explain your answer. [7]
- (iii) How far do these sources show that the British outlook towards imperialism changed in the nineteenth century? Explain your answer. [7]
- (b) (i) Give **two** aims of European missionaries in Africa during the nineteenth century. [2]
- (ii) Describe the Belgian acquisition of the Congo in the nineteenth century. [4]
- (iii) Why was there a rise in European imperialism in the last quarter of the nineteenth century? [6]
- (iv) 'The growth in European expansion overseas in the nineteenth century was due to the enterprise and ambition of individuals.' Do you agree? Explain your answer. [8]

BLANK PAGE

Copyright Acknowledgements:

Section A	Sources A and B; © Ben Walsh; <i>History in Focus: GCSE Modern World History</i> ; John Murray.
Section B	Source A; © Bryn O'Callahan; <i>History of the Twentieth Century</i> ; Pearson Education. Source B; Photograph; Clare Barker; <i>Russia 1917–1945</i> ; Heinemann, 1990.
Section D	Source A; © John Simpson; <i>Despatches from the Barricades</i> ; Hutchinson, 1990.
Section F	Source A; © Schools Council History Project; <i>Anti-Israeli Conflict</i> ; Harper Collins. Source B; © S J Perkins; <i>The Arab Israeli Conflict</i> ; Nelson, 1987.
Section G	Sources A and B; © R Tames; <i>Roads and Canals</i> ; by permission of Oxford University Press. Source C; © T Hay; <i>Economic and Social History of Britain 1760–1970</i> ; Longman, 1987.

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 University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.