

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

HISTORY

0470/04

Paper 4 Alternative to Coursework

October/November 2004

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 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.

DEPTH STUDY A: GERMANY, 1918–45

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

Source A

Billion mark notes were passed on quickly because tomorrow one would no longer pay in notes but in bundles of notes. One afternoon I rang Aunt Louise's doorbell. The door was opened slightly. From the dark came a distressed voice: 'I've used sixty billion marks worth of gas. My milk bill is one million. But all I have left is two thousand marks. I don't understand what is happening any more.'

From the autobiography of a German who lived through the hyperinflation of 1923.

Source B

The causes of hyperinflation were complicated but the Germans did not see it that way. They blamed the reparations on the Weimar Republic which had accepted reparations and was the government in power during the chaos of 1923. Many middle-class Germans never forgave the Republic for the harm they believed it had done to them.

From a British textbook, 1992.

(a) (i) Study Source A.

What can you tell from this source about the impact of hyperinflation on German people? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the Weimar government was to blame for hyperinflation? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about the hyperinflation? Explain your answer. [7]

(b) (i) What were reparations? [2]

(ii) Describe how Stresemann brought the 1923 crisis to an end. [4]

(iii) Why did the Nazis stage a putsch in Munich in November 1923? [6]

(iv) 'It was American loans rather than Stresemann's policies that enabled Germany to recover from the disasters of 1923.' 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

The big whistle sounded six o'clock. All over the scattered city-camp of Magnitogorsk, workers rolled out of their beds and bunks. It was January 1933. The temperature was about 35 degrees below zero. It was two miles to the blast furnaces over rough ground. It was a varied group of workers, Russians, Ukrainians, Tartars, Mongols, Jews, mostly young and almost all former peasants. Khaibulin, the Tartar, had never seen a staircase, a locomotive or an electric light until he had come to Magnitogorsk last year. Now he was building a blast furnace bigger than any in Europe.

John Scott, an American worker at Magnitogorsk in the USSR in the 1930s, writing about his experiences.

Source B

Soviet Industrial Production 1921–1940.

	1921	1928	1933	1940
Electricity (100 m kW)	1	5	16	48
Coal (m. tons)	9	35	76	166
Steel (m. tons)	1	4	7	18
Oil (m. tons)	4	12	22	31

Industrial production figures, 1921–1940, based on information collected by the Soviet Government.

(a) (i) Study Source A.

What can you tell from the source about the workers at Magnitogorsk? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far do these statistics show that the Five Year Plans (1928–1941) were successful? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about Stalin's Russia? Explain your answer. [7]

(b) (i) What was Gosplan? [2]

(ii) How were Russian workers encouraged to increase production during the Five Year Plans? [4]

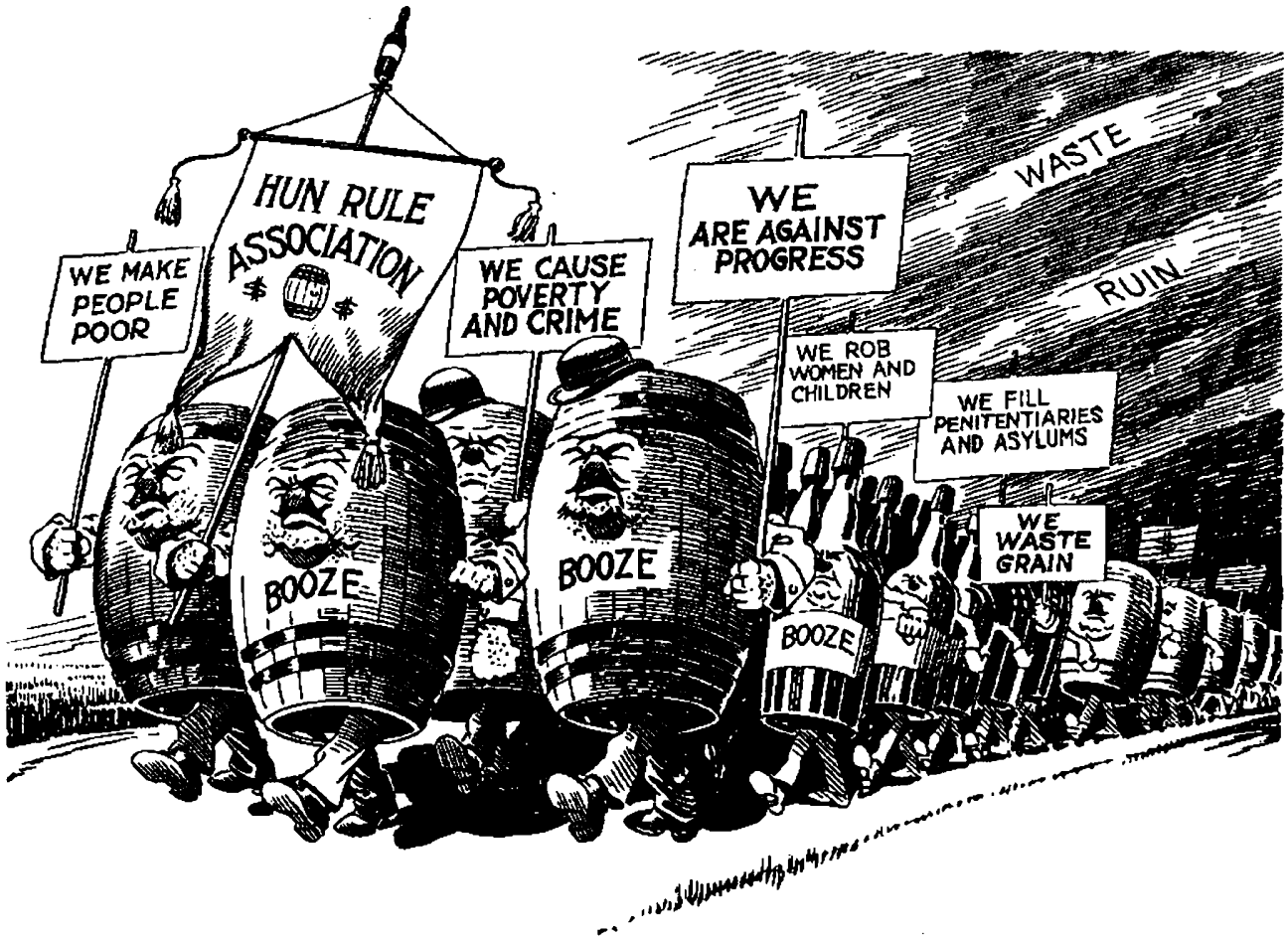
(iii) Why did Stalin introduce the Five Year Plans for industry? [6]

(iv) How far had Stalin transformed Russia into a modern, industrialised state by 1941?

DEPTH STUDY C: THE USA, 1919–1941

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

Source A



An Anti-Saloon League poster of 1918.

Source B

We support national prohibition because individual liberty must be controlled in dealing with gigantic social evils like disease or crime. Undoubtedly, the liquor traffic is such an evil. We are convinced that nothing less than prohibition is enough to wipe out the evils of the liquor traffic. History shows that other methods of attempting to control the traffic in liquor have failed and that prohibition, despite the problems of enforcement, is succeeding better than any other program.

A representative of the Federal Council of Churches speaking to the Senate Committee in 1926.

(a) (i) Study Source A.

What can you tell from this source about the Anti-Saloon League in America? your answer with reference to the source.

(ii) Study Source B.

How far does this source show there was support for Prohibition by 1926? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other in explaining why the government introduced Prohibition? Explain your answer. [7]

(b) (i) Give **two** of the terms of the Eighteenth Amendment to the American Constitution. [2]

(ii) Describe ways in which the government tried to enforce Prohibition. [4]

(iii) Why was it possible to evade the Prohibition laws? [6]

(iv) How far do you agree that the growth in crime was the main reason for ending Prohibition? Explain your answer. [8]

DEPTH STUDY D: CHINA, 1945–c.1990

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

Source A

A tearful girl screamed at the landlord, 'You took our plough, chains, everything, because we could not pay the rent.' The list of the landlord's crimes was very long and at last he confessed. 'I'm to blame, wholly to blame. You can divide up my house and land.' A year later he was tried for his crimes and shot.

A Western journalist, describing events leading up to a People's Trial in 1950.

Source B

A policy of leniency must be applied to all, and any random beating or killing without permission must be forbidden. However, the most evil counter-revolutionaries and local tyrants who are bitterly hated and have been proved guilty, must be punished.

Mao speaking to Party cadres in April 1948.

(a) (i) Study Source A.

What can you tell from this source about landlords in China in 1950? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that Mao wanted justice for all Chinese people at this time? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about land reform during and after the Civil War? Explain your answer. [7]

(b) (i) What were collective farms? [2]

(ii) Describe the organisation of a commune. [4]

(iii) Why were the peasants strong supporters of the Communists' take-over of China? [6]

(iv) How successful were Communist reforms in the period 1949–1957? 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

For fifty years non-violence had been a main principle of the ANC. We were starting out on a new and more dangerous path, the results of which we did not know. I had never been a soldier, never fought a battle, but I had been given the task of starting an army. Our intention was to begin with what was least damaging to individuals and most damaging to the state. MK was careful to remain separate from the ANC.

Nelson Mandela writing in the 1990s about the start of Umkhonto we Sizwe (MK or the Spear of the Nation), in 1961.

Source B

In 1962 the government extended the powers of the security police. They could then detain and keep suspects in isolation for single or successive periods of twelve days without bringing them before a court. In 1963 this was extended to ninety days. Suspects were not allowed any legal advice in that time. In the four years from Sharpeville to the Rivonia Trials (1960–64), South Africa's government virtually destroyed the black freedom movement and drove the ANC into exile.

From a British history textbook of 1994.

(a) (i) Study Source A.

What can you tell from this source about Nelson Mandela? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show the South African government was successful in dealing with opposition in the early 1960s? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about black opposition to apartheid in the 1960s? Explain your answer. [7]

(b) (i) Name **two** of the main defendants in the Rivonia Trials of 1964. [2]

(ii) Describe the methods used by the ANC to continue its opposition to apartheid after 1964. [4]

(iii) Why did international opposition to apartheid increase in the 1960s? [6]

(iv) How far do you agree that the homelands (Bantustans) policy was effective by the end of the 1970s? 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

Arab states said that it was a crime to declare our Palestinian identity. We were forbidden to organise ourselves in any way or say in public, 'We want to return home'. We could draw only one conclusion: that we should work in secret to organise ourselves into a resistance movement.

From an interview in 1979 with a Palestinian refugee.

Source B

The Palestinian terrorists were seen by most of their people as heroic freedom fighters aiming to regain their homeland but the Israelis regarded them as agents of murder and sabotage. The guerrilla raids into Israel spread terror but no military victory has been achieved. Israel has not given in to their demands.

From a British textbook, 1977.

(a) (i) Study Source A.

What can you tell from this source about the Palestinian refugees? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the Palestinians failed in their aims? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about attitudes towards the Palestinians? Explain your answer. [7]

(b) (i) Give **two** aims of the PLO in the 1970s. [2]

(ii) What international recognition did the PLO achieve in the 1970s and 1980s? [4]

(iii) Why did Arafat become leader of the PLO? [6]

(iv) Which was the more effective way of advancing the Palestinian cause: acts of terror or appeals to the United Nations Organisation? 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

Although the law has been broken many times, I see a definite change for the better within the last three months. From what I have seen and heard there is a growing belief that effective legislation for the protection of children in factories is necessary. Workers have frequently said to me that they are satisfied that the limitation of hours and the obligation to attend school will produce lasting benefits to the children.

From the Report on the Working of the Factory Act of 1833.

Source B

Saturday August 22nd 1801.

In the evening I walked to Cromford and saw the children coming from their work out of one of Mr. Arkwright's factories. I was glad to see them look in general very healthy and many with rosy complexions. These children had been at work from 6 or 7 o'clock this morning and it was now about 7 o'clock in the evening.

Sunday August 23rd 1801.

We went to church at Cromford. On each side of the organ was a gallery in which about fifty boys were seated. These children are employed in Mr. Arkwright's factory in the weekdays, and on Sundays attend a school where they receive education and then go on to church. They looked healthy, and were decently clothed and clean.

Extracts from the diary of Joseph Farrington who visited Cromford with three friends on their travels in 1801.

(a) (i) Study Source A.

What can you tell from this source about the Factory Act of 1833? Support your answer by reference to the source. [6]

(ii) Study Source B.

How far does this source show that legislation to protect children working in factories was unnecessary? Explain your answer. [7]

(iii) Study both sources.

Is one source more useful than the other as evidence about child labour in factories? Explain your answer. [7]

(b) (i) Give **two** of the terms of the Factory Act of 1833. [2]

(ii) Describe the types of work done by children in textile factories. [4]

(iii) Why was factory legislation often opposed? [6]

(iv) Did the growth of the factory system result in more advantages than disadvantages for working people? Explain your answer. [8]

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

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

Source A

There are forty million naked people beyond the gateway (the Congo) to Africa whilst the spinners of Manchester and the weavers of Preston and Rochdale are waiting to clothe them. Birmingham's foundries are glowing with molten metal that shall be made into iron goods and trinkets for them. The ministers of Christ are eager to bring them, the poor, ignorant heathen, into the Christian faith.

The explorer H M Stanley speaking to British businessmen in Manchester in 1878.

Source B

Photograph taken in 1898 of an African family who lived with Christian missionaries who

(a) (i) Study Source A.

What can you tell from this source about motives for imperialism? Support your answer by reference to the source.

(ii) Study Source B.

How far does this source show that imperialism was being successful in Africa? Explain your answer. [7]

(iii) Study both sources.

Is one source more useful than the other as evidence of the impact of western imperialism in the nineteenth century? Explain your answer. [7]

(b) (i) Name **two** African territories in the possession of Germany at the end of the nineteenth century. [2]

(ii) What was meant by the 'scramble for Africa'? [4]

(iii) Why were European countries able to control so much of Africa by the end of the nineteenth century? [6]

(iv) How far were Europeans satisfied with the results of imperialism in Africa by the end of the nineteenth century? Explain your answer. [8]

Copyright Acknowledgements:

Depth Study A: Source A:	Ben Walsh. <i>History in Focus: Modern World History</i> . John Murray.
Depth Study A: Source B:	Ben Walsh. <i>History in Focus: Modern World History</i> . John Murray.
Depth Study B: Source A:	© John Scott. <i>Behind the Urals</i> . Houghton Mifflin 1942.
Depth Study B: Source B:	from Russia 1917–1945 by Clare Baker. Reprinted by permission of Elsevier Limited.
Depth Study C: Source A:	Courtesy of The Ohio State University Department of History.
Depth Study C: Source B:	Courtesy of The Ohio State University Department of History.
Depth Study D: Source A:	Neil De Marco. <i>The World This Century</i> . Collins Educational.
Depth Study D: Source B:	Harriet Ward. <i>World Powers in 20th Century</i> . Heinemann Publishers Ltd.
Depth Study E: Source A:	Nelson Mandela. <i>Long Walk to Freedom</i> . Time Warner Books UK. © Nelson Mandela.
Depth Study E: Source B:	J. D. Omer-Cooper. <i>History of South Africa</i> . James Currey Publishers.
Depth Study F: Source A:	S. J. Perkins. <i>The Arab Israeli Conflict</i> . Published by Holmes McDougall. Reproduced by permission of QCA. © S. J. Perkins.
Depth Study F: Source B:	S. J. Perkins. <i>The Arab Israeli Conflict</i> . Published by Holmes McDougall. Reproduced by permission of QCA. © S. J. Perkins.

Every reasonable effort has been made to trace all copyright holders where the publishers (i.e. UCLES) are aware that third-party material has been reproduced. The publishers would be pleased to hear from anyone whose rights they have unwittingly infringed.

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.