



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

---

**HISTORY**

**0470/04**

Paper 4 Alternative to Coursework

**May/June 2007**

**1 hour**

Additional Materials: Answer Booklet/Paper

---

**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.

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** of the Depth Studies.

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 **12** printed pages and **4** blank pages.



**DEPTH STUDY A: GERMANY, 1918-1945**

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

**Source A**

*A picture of a Free Corps officer by a German artist. The officer is saying, 'Cheers Noske!  
The young revolution is dead.'*

**Source B**

After 1919 a Free Corps made up of former officers, demobilized soldiers, fanatical nationalists and unemployed youths was organised. It had right-wing views and blamed Social Democrats and Jews for Germany's situation. The Free Corps called for the removal of traitors from the Fatherland. However, the behaviour and actions of the volunteers eventually made them hated by the ex-military. Later some of the Free Corps formed murder squads to attack officials of the Weimar Republic.

*From a British textbook, 1998.*

**(a) (i)** Study Source A.

What can you tell from this source about post-war Germany? Support your answer with reference to the source. [6]

**(ii)** Study Source B.

How far does this source show that the Free Corps was a military organisation? Explain your answer. [7]

**(iii)** Study both sources.

Is one source more useful than the other as evidence about the Free Corps? Explain your answer. [7]

**(b) (i)** What powers did Article 48 of the Weimar Constitution give to the President of the Weimar Republic? [2]**(ii)** Describe the Kapp Putsch of 1920. [4]**(iii)** Why did monarchists and army officers oppose the Weimar Government? [6]**(iv)** 'The hyperinflation of 1923 did more damage to the Weimar Republic than the signing of the Treaty of Versailles.' 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**

We come to seek truth, justice and protection from you. We are poor and oppressed, unbearable work is imposed on us, we are despised and not recognised as human beings. We ask little: to reduce our working day to eight hours and to provide a minimum wage of a rouble a day. Do not refuse to help your people. Destroy the barrier between yourself and your people.

*From the Petition to the Tsar presented by Father Gapon, 1905.*

**Source B**

In his October Manifesto the Tsar offered the people a Duma (an elected parliament), the right to free speech and the right to form political parties. In November, he announced further concessions and financial help for the peasants. This divided his opponents. Having made peace with Japan, then the Tsar brought back his best troops to western Russia to crush the revolt. Rebellion in the countryside was ruthlessly put down.

*From a British textbook, 2001.*

- (a) (i)** Study Source A.

What can you tell from this source about Russia's industrial workers? Support your answer with reference to the source. [6]

- (ii)** Study Source B.

How far does this source show that the Tsar wanted to help his people? Explain your answer. [7]

- (iii)** Study both sources.

Is one of these sources more useful than the other as evidence about the 1905 Revolution? Explain your answer. [7]

- (b) (i)** What was the Okhrana? [2]

- (ii)** Describe what happened on Bloody Sunday, 22 January 1905. [4]

- (iii)** Why were Stolypin's attempts at agricultural reform not a success? [6]

- (iv)** How loyal were the Russian people to Tsar Nicholas II 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**

By 1929 millions of Americans were buying new gadgets like washing machines, electric cleaners and telephones. Even poorer families could afford a radio and a fridge. Most Americans were richer than Europeans – for example, one in five Americans had a car whereas in Britain only one in forty-three had a car.

*From a British history textbook, 1986.*

**Source B**

The 19th Amendment had given women the vote in 1920 but they still had fewer job opportunities and were paid less than men. Some younger women in the 1920s became known as flappers, they had cut their hair into a bob, shortened their dresses, wore make-up, smoked cigarettes and danced at jazz clubs, but this 'rebellion' had no real effect. Fathers and husbands were still in control.

*From an American history book, 2004.*

- (a) (i)** Study Source A.

What can you tell from this source about American society in the 1920s? Support your answer with reference to the source. [6]

- (ii)** Study Source B.

How far does this source show that women had more freedom in the 1920s? Explain your answer. [7]

- (iii)** Study both sources.

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

- (b) (i)** Name **two** stars of American films of the 1920s. [2]

- (ii)** Describe the development of the film industry in the 1920s. [4]

- (iii)** Why did Prohibition lead to an increase in organised crime? [6]

- (iv)** 'The Roaring Twenties brought progress for Americans.' Do you agree? Explain your answer. [8]

**DEPTH STUDY D: CHINA, 1945-c.1990**

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

**Source A**

So it seems that if someone has to wear rope sandals and eat watery soup out of a shared bowl, that's Communism, but if a working man lives well and wants to live even better tomorrow, that's almost the same as Capitalism.

*Khrushchev responding to Chinese comments about Soviet communist policies, 1960.*

**Source B**

After Stalin's death, the Chinese were reluctant to recognise the USSR as the unquestioned leader of the socialist world. Khrushchev met Mao on several occasions, and each occasion was more strained than the last. The cooperation between the two great powers turned out to be increasingly fragile. Both had their own national interests which did not necessarily coincide.

*A Russian historian writing in 1998.*

- (a) (i) Study Source A.

What impressions does this source give about the nature of Chinese communism? Support your answer with reference to the source. [7]

- (ii) Study Source B.

How far does this source show that Khrushchev and Mao were enemies? Explain your answer. [7]

- (iii) Study both sources.

Is one of these sources more useful than the other as evidence of relations between China and the Soviet Union? Explain your answer. [7]

- (b) (i) Name **two** foreign countries where the Chinese army has been involved in fighting since 1949. [2]

- (ii) Describe relations between the People's Republic of China and the Republic of China (Taiwan) since 1949. [4]

- (iii) Why did the USSR decide to withdraw financial and technical support from China in 1960? [6]

- (iv) How far did relations between Communist China and the USA improve between 1949 and 1990? 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**

A white woman, Ray Alexander, a Communist Party member and trade union organiser, was elected to Parliament by Africans when they still had three representatives. She was not allowed to take her seat because of the 1950 Suppression of Communism Act.

*From the autobiography of Helen Joseph, written in 1986.*

**Source B**

Helen Joseph was an Englishwoman who went to South Africa in 1940. She became leader of the Federation of South African Women. On 9 August 1956 she helped to organise 20 000 women of all races to march to the Union Buildings in Pretoria to protest peacefully against unjust laws and the pass system. Helen was arrested on a charge of high treason in December 1956 and placed under a banning order. In the next thirty years she continued to protest and was arrested, jailed and banned three more times. National Women's Day in South Africa is now held on 9 August.

*From a British history of the anti-apartheid movement, written in 2002.*

- (a) (i) Study Source A.

What does this source tell you about the Communist Party in South Africa in the 1950s? Support your answer with reference to the source. [6]

- (ii) Study Source B.

How far does this source show that women in South Africa were effective in protesting about apartheid? Explain your answer. [7]

- (iii) Study both sources.

Is one of these sources more useful than the other as evidence about the South African government's response to opposition in the 1950s? Explain your answer. [7]

- (b) (i) Name **two** Prime Ministers of South Africa in the 1950s. [2]

- (ii) Describe the Defiance Campaign of 1952. [4]

- (iii) Why was the Pan-Africanist Congress formed in 1959? [6]

- (iv) 'The white population of South Africa supported apartheid in the 1950s and 1960s because it gave them economic benefits.' Do you agree? 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**

On 6 October 1973, fighting broke out along the Egyptian and Syrian 1967 ceasefire line. Egyptian and Syrian forces attacked on the most sacred day of the Jewish calendar, Yom Kippur. The Israelis mobilised their army calling many of their soldiers away from their prayers in the synagogues. During the war, the Russians poured vast supplies of military equipment into Egypt and the Americans gave military aid to the Israelis.

*From a British textbook, 1977.*

- (a) (i)** Study Source A.

What does this source tell you about the attack on Israel? Support your answer with reference to the source. [6]

- (ii)** Study Source B.

How far does this source show that the Yom Kippur War was a victory for Israel? Explain your answer. [7]

- (iii)** Is one of these sources more useful than the other as evidence about foreign involvement in the Yom Kippur War? Explain your answer. [7]

- (b) (i)** What are the Golan Heights? [2]

- (ii)** Describe the Egyptian and Syrian attacks against Israeli forces at the start of the Yom Kippur War. [4]

- (iii)** Why did the superpowers encourage Israel and Egypt to negotiate a ceasefire? [6]

- (iv)** How far did the Yom Kippur War help to bring peace between Israel and the Arab states? Explain your answer. [8]



**BLANK PAGE**

**DEPTH STUDY G STARTS ON PAGE 10**

**DEPTH STUDY G: THE CREATION OF MODERN INDUSTRIAL SOCIETY**

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

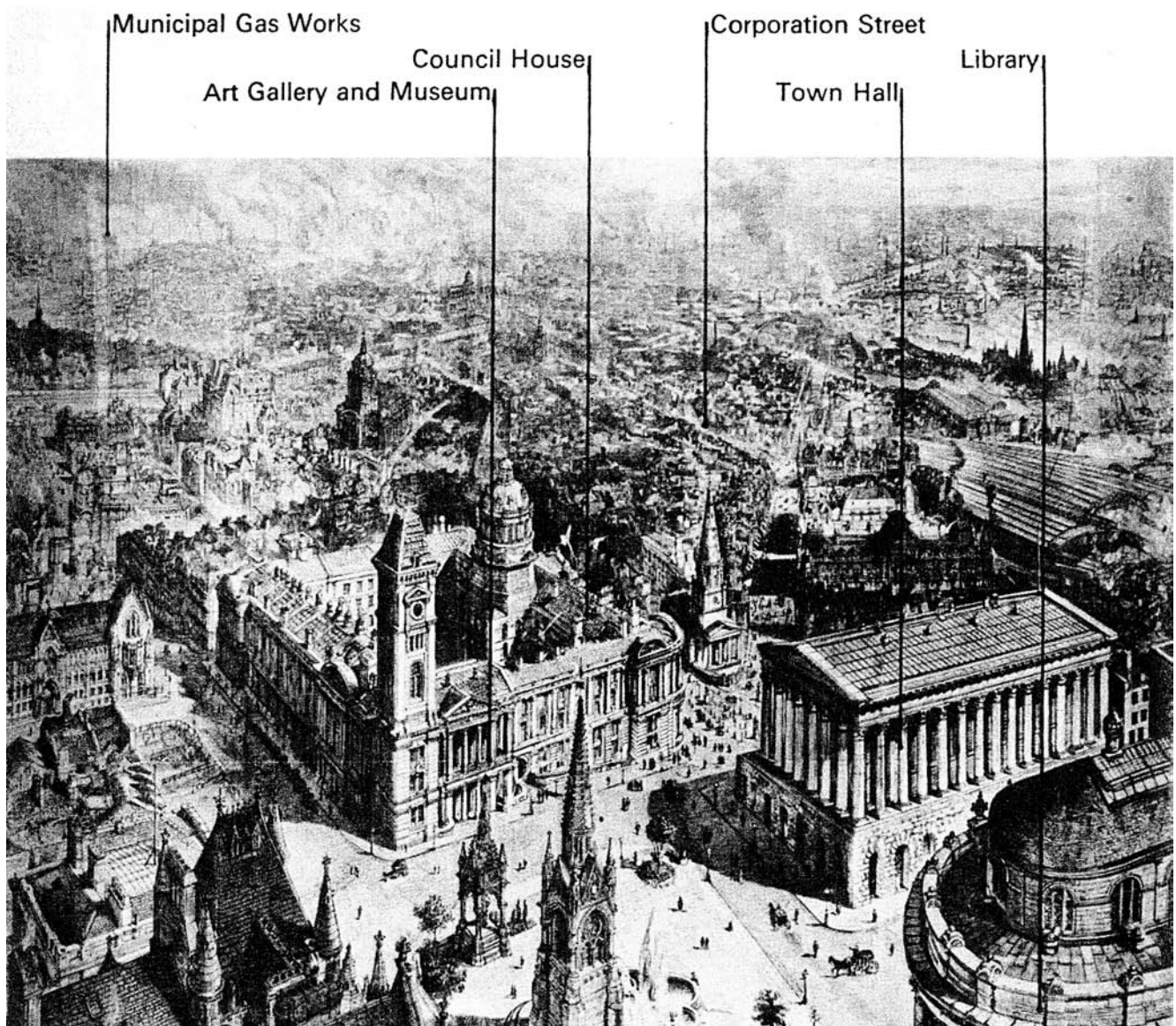
**Source A**

Between 1801 and 1831 the population of England and Wales has increased by 47 per cent. In five of our most important towns – Manchester, Glasgow, Birmingham, Leeds and Liverpool – the increase has averaged 98 per cent.

In the midst of what appears to be a wealthy, spirited and flourishing community, most of our poorer people, who created the riches, live in conditions where good health and morality are almost impossible.

There is no Building Act to make sure that the dwellings of these workpeople are being properly constructed and no Drainage Act to ensure them being properly drained.

*From a Report of the Parliamentary Select Committee on Health in Towns in 1840.*

**Source B**

*A picture of Birmingham in 1886.*

**(a) (i)** Study Source A.

What does this source tell you about the expansion of towns in England and Wales in the nineteenth century? Support your answer with reference to the source. [6]

**(ii)** Study Source B.

How far does this source show that towns had become much better places to live in by the last quarter of the nineteenth century? Explain your answer. [7]

**(iii)** Study both sources.

Is one of these sources more useful than the other as evidence about urbanisation in Britain in the nineteenth century? Explain your answer. [7]

**(b) (i)** Name **two** industries which caused the rapid expansion of some towns in the nineteenth century. [2]

**(ii)** What public health problems faced the new industrial towns? [4]

**(iii)** Why did it take so long to improve living and working conditions in industrial towns? [6]

**(iv)** 'The growth of towns brought more advantages than disadvantages to working people.' 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



*A judge's wife in early nineteenth-century India surrounded by her servants.*

### Source B

We must not allow the cruelty of these practices to blind us to the dangers of trying to suppress them. Are the government prepared permanently to occupy an immense territory and involve us in a war in an unhealthy climate and at great expense?

*From a report sent to London by a member of the Madras Civil Service with regard to religious practices like suttee, infanticide and human sacrifice.*

### Source C

It was a life which to English eyes was a strange mixture of inconvenience with luxury. Luxury no doubt for a man to have socks rolled on his feet by a servant and for a woman to have her hair brushed for half an hour every evening. But much had already been done to improve life for Indians: suttee was forbidden, thuggee finished and gang robbery reduced. But was it worth the dust, the cholera, the heat and its effects?

*From a book about life in India in the early 1850s.*

**(a) (i)** Study Source A.

What impressions does this source give you of early nineteenth-century India? Support your answer with reference to the source. [6]

**(ii)** Study Sources B and C.

How far do these sources show that there were great problems facing the British rulers of India in the first half of the nineteenth century? Explain your answer. [7]

**(iii)** Study Sources A and C.

Is one of these sources more useful than the other as evidence that the British only looked after their own interests in India? Explain your answer. [7]

**(b) (i)** What was suttee? [2]**(ii)** What were the main reforms introduced into India by Lord William Bentinck? [4]**(iii)** Why did many British people go to India in the nineteenth century? [6]**(iv)** 'The history of the British in India to 1857 was one of conquest and exploitation.' Do you agree? Explain your answer. [8]

**BLANK PAGE**

**BLANK PAGE**

**BLANK PAGE**

---

*Copyright Acknowledgements:*

|                     |   |
|---------------------|---|
| Question 1 Source B | © Louis L. Snyder; <i>Encyclopaedia of the Third Reich</i> ; Robert Hale; 1998.   |
| Question 2 Source B | © Ben Walsh; <i>GCSE Modern World History</i> ; Hodder Murray; 2001. Text amended.  |
| Question 3 Source A | © Harriet Ward; <i>World Powers in the Twentieth Century</i> ; BBC; 1978.   |
| Question 3 Source B | Reprinted by permission of HarperCollins Publishers Ltd © Dmitri Volkogonov, 1998.  |
| Question 6 Source A | © <i>Arab-Israeli Conflict</i> ; Collins Educational; 1977.   |
| Question 6 Source B | © J. Palmowski; <i>A Dictionary of Twentieth-Century World History</i> ; Oxford Paperbacks; 1997. By permission of Oxford University Press. |

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 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.