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International General Certificate of Secondary Education
CAMBRIDGE INTERNATIONAL EXAMINATIONS

HISTORY 0470/4

PAPER 4 Alternative to Coursework

MAY/JUNE SESSION 2002

1 hour

Additional materials:
Answer paper

TIME 1 hour

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Answer the questions on **one** Depth Study.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [ ] at the end of each question or part question.

This question paper consists of 11 printed pages and 1 blank page.

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DEPTH STUDY A: GERMANY 1918-45

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

Source A

It really upset us old soldiers to see how quickly the republic stopped using the black-white-red flag of the old Empire. Thousands of soldiers who fought for this flag lie buried in enemy territory. I don't hide the fact that I'm a monarchist. When you've served your country for 30 years you just can't say 'from tomorrow I'm republican'. Don't worry though - I don't think we can bring back the monarchy just now.

A Free Corps Officer speaking in 1919.

Source B

Workers! Party Comrades! Kapp's Putsch has begun. The Free Corps who were afraid they would be disbanded have made an attempt to overthrow the Republic. There is only one way to prevent the return of Wilhelm II. Paralyse all economic activity!

A Social Democrat proclamation of 1920 calling on all workers to strike against the Kapp Putsch.

(a) (i) Study Source A.

What can you tell from this source about the Free Corps' attitudes towards the new republic? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the Social Democrats expected the support of the German people? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Give two weaknesses of the Weimar Constitution. [2]

(ii) What did the Munich Putsch of 1923 hope to achieve? [4]

(iii) Why was there hyperinflation in 1923? [6]

(iv) Was the Weimar Government weakened more by hyperinflation than by the Treaty of Versailles? Explain your answer. [8]

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DEPTH STUDY B: RUSSIA, 1905-41

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

Source A

SIRE, we the workers and people of St. Petersburg, our wives and children and old, helpless parents, come to YOU, SIRE, to seek justice and protection. We are poor and oppressed, worn down by bad treatment. SIRE, we have no strength left. Now death is better than unending suffering.

From Father Gapon's list of complaints, which was to be given to the Tsar on Sunday, 22 January 1905. (Note: SIRE means Tsar Nicholas II)

Source B

Political parties were banned and opponents of the Tsar had to meet in secret. Some opponents believed in peaceful change but still lived in fear of the Okhrana (secret police). Others, more violently minded, lived in exile and plotted revolution.

A British historian describes opposition groups at the beginning of 1905.

(a) (i) Study Source A.

What can you tell from the source about the people of St. Petersburg in January 1905? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does the source show that Nicholas II had control of Russia at the beginning of 1905? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other in explaining why a revolution took place in Russia in 1905? Explain your answer. [7]

(b) (i) Name **two** political groups opposed to the Tsar in 1905. [2]

(ii) Describe **two** results of the events of Bloody Sunday. [4]

(iii) Why was Nicholas II able to survive the events of 1905? [6]

(iv) To what extent had Nicholas II overcome the threat of revolution by the outbreak of war in 1914? Explain your answer. [8]

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DEPTH STUDY C: THE USA, 1919-41

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

Source A

It's the new and better thing that excites the people's hearts. On Broadway a new play triumphs; in Miami there is a new fashion for women's dresses; in Chicago a new invention changes an industry; out of Los Angeles comes word of a new scientific discovery.

THIS IS AMERICA! Ever seeking to improve upon the past.

From an American newspaper article, published in 1926.

Source B

Date	Head of cattle ($)	Cotton per lb. (cents)	Wheat per bushel (cents)
1919	55	35	216
1923	32	29	93
1925	32	20	144
1928	51	18	100

American farm prices.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source indicate that US agriculture was declining in this period? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about the US economy in the 1920s? Explain your answer. [7]

(b) (i) Name **two** manufacturing industries which expanded as a result of the growth of the automobile industry in the 1920s. [2]

(ii) How did the spread of electric power affect the lives of US city dwellers in the 1920s? [4]

(iii) Why did the entertainment industries grow in the USA during the 1920s? [6]

(iv) How far did US society offer equality of opportunities for all its citizens in the 1920s? Explain your answer. [8]

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DEPTH STUDY D: CHINA, 1945-c.1990

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

Source A

Have no fear of chaos. The more chaos you create and the longer the disruption continues the better. Disorder and chaos are always good. They make problems clear. But never use weapons. It is never a good thing to open fire.

Mao Zedong speaking to Red Guards, 6 April 1967.

Source B

I spent eight years stirring up revolution. It was like losing a large part of your life. Now I would like to do something to help my country, but what qualifications do I have? I never finished school.

A former Red Guard speaking in 1980.

(a) (i) Study Source A.

What does the source tell you about Mao Zedong and the Red Guards during the Cultural Revolution? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the Cultural Revolution was a failure? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name **two** groups of people targeted by the Red Guards. [2]

(ii) Describe the disorder and chaos caused by the Red Guards. [4]

(iii) Why did Mao Zedong introduce the Cultural Revolution? [6]

(iv) How successful was the Cultural Revolution? Explain your answer. [8]

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DEPTH STUDY E: SOUTHERN AFRICA IN THE TWENTIETH CENTURY

5 Study the sources, and then answer the questions that follow.

Source A



A poster from the Congress of South African Students, July 1976.

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Source B

SIX DIE AFTER SOUTH AFRICAN POLICE OPEN FIRE ON RIOTERS
The worst outbreak of civil unrest in South Africa for sixteen years. Army reinforcements are called in to Soweto. (17th June 1976)

DEATH TOLL RISES TO 41 IN SECOND DAY OF RIOTING IN SOWETO
No end to violence in sight, police chief says, as unrest spreads to other black townships. (18th June 1976)

MR. VORSTER ORDERS POLICE TO USE ALL MEANS TO END RIOTS
97 reported dead in three days of clashes. (19th June 1976)

Front page headlines from a British newspaper, June 1976.

(a) (i) Study Source A.

What impression does this source give of the attitudes of some young people in Soweto? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show what happened in Soweto in June 1976? Explain your answer. [7]

(iii) Study both sources.

Is one source more useful than the other as evidence about the effectiveness of the South African government's response to events in Soweto? Explain your answer. [7]

(b) (i) Give **two** reasons for the demonstrations in Soweto in June 1976. [2]

(ii) In what ways did the education of black children differ from that of white children in the State system until 1980? [4]

(iii) Why did the troubles in Soweto spread to other parts of the country? [6]

(iv) To what extent did the National governments improve conditions for blacks in the townships between 1977 and 1983? Explain your answer. [8]

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

6 Study the sources, and then answer the questions that follow.

Source A

What can be said of Mr Sieff's attackers, the Popular Front for the Liberation of Palestine? Brutal, unfeeling, ruthless, worse than any ordinary criminal. The PLO declares that the rights of the Palestinian Arabs justify atrocities everywhere in the world. This is a policy for endless conflict.

From a British newspaper, January 1974, commenting on the attempted killing of a Jewish businessman in Britain.

Source B

In 1968 Yasser Arafat tried to coordinate the activities of the various Palestinian terrorist groups. The terrorists were seen by most of their people as heroic freedom fighters aiming to regain their homeland. The Israelis however regarded them as agents of murder and sabotage. Letter bombs and other forms of attack on individuals were also used. The guerrilla raids have spread terror but no military victory has been achieved. Some extremists aim to destroy Israel. Many support the aims of Al Fatah. Some groups believe only in peaceful means.

From a British textbook published in 1977.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that Palestinian terrorist attacks were successful? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Give two reasons for the founding of the PLO. [2]

(ii) What part did Yasser Arafat play in the PLO in the 1970s? [4]

(iii) Why did the PLO feel there was a need to use terrorism? [6]

(iv) Has terrorism by the PLO helped or hindered the Arab-Israeli peace process? Explain your answer. [8]

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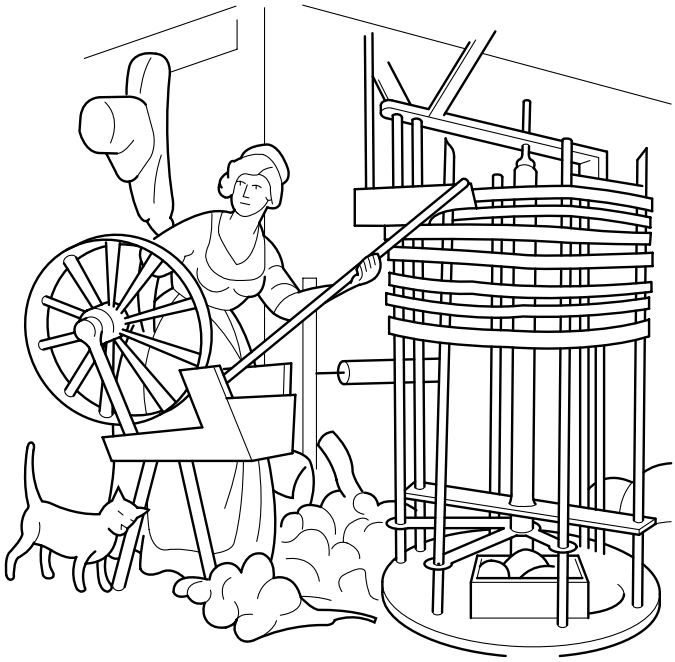
DEPTH STUDY G: THE CREATION OF MODERN INDUSTRIAL SOCIETY

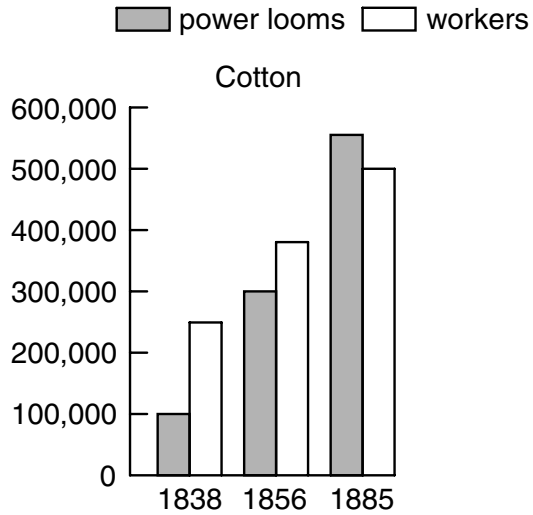
7 Study the sources, and then answer the questions that follow.

Source A



An eighteenth-century picture showing a woman spinning and winding wool for the hand loom in the domestic system.

Source B



Numbers of power looms and workers in the cotton industry in 1838,1858, and 1885.

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Source C

The English spinner has no enjoyment of the open air. Locked up in factories eight storeys high, he has no relaxation until the engine stops and then he goes home to rest for the next day. There is no time for happy times with his family for they are exhausted. Women used to do textile work at home and so be able to cook and care for their families. But now all the cotton is worked by a machine, called the devil, so that the wives have no employment unless they go to work in the factory all day for a few shillings per week.

(a) (i) Study Source A.

What impressions of the domestic system does this picture give? Support your answer with reference to the source. [6]

(ii) Study Source C.

To what extent does this source prove that the factory system had a bad effect on society? Explain your answer. [7]

(iii) Study all three sources.

How useful are these sources for showing the development of the textile industry? Explain your answer. [7]

(b) (i) Identify **two** centres of the woollen industry at the beginning of the nineteenth century. [2]

(ii) Describe how the Spinning Jenny and the power loom speeded up textile manufacture. [4]

(iii) Why was there increased demand for cotton textiles in the nineteenth century? [6]

(iv) Was the availability of a cheap labour force the main reason for the development of the British textile industry in the nineteenth century? Explain your answer. [8]

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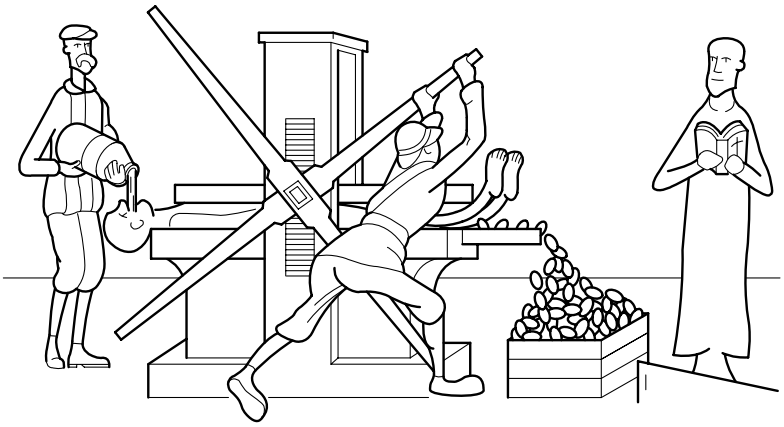
DEPTH STUDY H: THE IMPACT OF WESTERN IMPERIALISM IN THE NINETEENTH CENTURY

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

Source A



A German cartoon about British imperialism with the caption 'Whisky, Exploitation and Christianity'.

Source B

This is what Britain must either do or perish. She must found colonies as fast and as far as she is able with our most energetic and worthiest men. She must seize every piece of fruitful waste ground she can set her foot on and then teach the people there that their first loyalty is to Britain and that their first aim is to advance the power of Britain by land and sea. If we can get men, for little pay, to fight for love of Britain, we may find men also who will plough and sow for her and who will bring up their children to love her and who will gladden themselves in the brightness of her glory.

An extract from a speech made in Britain in the 1880s.

(a) (i) Study Source A.

What can you tell about German attitudes towards British imperialism from this cartoon? Support your answer with reference to the source. [6]

(ii) Study Source B.

To what extent does this extract give an accurate view about British aims in colonisation in the 19th century? Explain your answer. [7]

(iii) Study both sources.

Which is the more useful source as evidence about the nature of Western imperialism in the 19th century? Explain your answer. [7]

(b) (i) Name **two** European countries and a colony which each established in the nineteenth century. [2]

(ii) Describe the work of missionaries in European imperialism. [4]

(iii) Why did Britain have a larger overseas empire than any other European country by the end of the nineteenth century? [6]

(iv) 'Of all the causes of Western imperialism in the nineteenth century, economic factors were the most important.' Do you agree? Explain your answer. [8]

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