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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

HISTORY **0470/04**

Paper 4 Alternative to Coursework **October/November 2008**

1 hour

Additional Materials: Answer Booklet/Paper

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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 **10** printed pages and **2** blank pages.

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DEPTH STUDY A: GERMANY, 1918–1945

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

Source A

Bartering became more and more widespread. Professional people including lawyers accepted food in preference for cash fees. A haircut cost a couple of eggs, and craftsmen, such as watchmakers, displayed in their shop windows: 'Repairs carried out in exchange for food'. Once I was asked at the box office of our local cinema if I could bring some coal as the price of two seats.

Memories of a German journalist, written in 1976.

Source B

In early 1923, when I was a student in Freiberg some 30 miles from the Swiss border, there was a regular arrival of Swiss visitors from nearby Basel. They were quite ordinary people who came for a day's shopping and enjoyment. They filled the best cafes and restaurants and bought luxury goods. Most of us had little money and could never afford to see the inside of all those glamorous places into which the foreigners crowded. Of course we were envious. Contempt for such visitors combined with envy produced in most of us a great deal of nationalist and anti-foreigner feeling.

Memories of a German historian.

(a) (i) Study Source A.

What does this source tell you about hyperinflation in Germany in 1923? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that people were harmed by hyperinflation? Explain your answer. [7]

(iii) Study both sources.

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

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

(ii) Describe what happened when the French occupied the Ruhr in 1923. [4]

(iii) Why was there a putsch in Munich in 1923 and why did it fail? [6]

(iv) How far had the Weimar Government achieved political and economic stability by 1929? Explain your answer. [8]

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DEPTH STUDY B: RUSSIA, 1905–1941

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

Source A

In order to turn a peasant society into an industrialised country, great sacrifices were necessary. The people had to accept this, but it would not be achieved by enthusiasm alone. If a few million had to perish in the process, history would forgive Comrade Stalin. The task demanded great energy that could be extracted from a backward people only by great harshness.

A Russian writer describes, in 1988, Stalin's views on the modernisation of the USSR.

Source B

1929 and 1930 were the years of the great push for collectivisation. The richer peasants expressed their despair by burning their crops, killing their cattle and destroying their machinery. In places there was armed resistance and in March 1930 Stalin realised that it had all gone too far too fast. Accusing officials of being 'dizzy with success', Stalin implied collectivisation had been rushed against his wishes. Many farms were decollectivised but nevertheless, by the end of 1934, 87 per cent of farmland was collective and 99 per cent by 1937.

A British historian writing in 1966.

(a) (i) Study Source A.

What can you tell from this source about the process of modernisation under Stalin's rule? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that collectivisation was successful? Explain your answer. [7]

(iii) Study both sources.

Is one source more useful than the other as evidence about Stalin's modernisation programme for the USSR? Explain your answer. [7]

(b) (i) What were the Kulaks? [2]

(ii) Describe Lenin's New Economic Policy (NEP) introduced in 1921. [4]

(iii) Why did Stalin introduce collectivisation? [6]

(iv) How far did the lives of the Soviet people improve under Stalin's rule to 1941? Explain your answer. [8]

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DEPTH STUDY C: THE USA, 1919–1941

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

Source A



From a New York State newspaper, 1933.

Source B

The recession has not returned us to the disasters and suffering of the beginning of 1933. Your money in the bank is safe; farmers are no longer in deep distress and have greater purchasing power; the dangers of speculation have been reduced; national income is almost 50 per cent higher than it was in 1932. I know that our present difficulties have affected some groups and some areas seriously but have been little felt in others. I am convinced that the first duty of government is to protect the economic welfare of all the people in all sections and in all groups, so if private enterprise does not provide jobs this spring, government will – I would not let the people down.

F D Roosevelt radio broadcast, April 1938.

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(a) (i) Study Source A.

What can you tell from this source about agriculture in 1933? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the New Deal had been successful by 1938? Explain your answer. [7]

(iii) Study both sources.

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

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

(ii) What were the effects on agriculture of the drought in the mid-1930s? [4]

(iii) Why was the Tennessee Valley Authority set up? [6]

(iv) 'The greatest success of the New Deal was its effect on farming.' Do you agree? Explain your answer. [8]

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DEPTH STUDY D: CHINA, 1945–c.1990

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

Source A

Hundreds of thousands of people had decided to join in on the side which seemed certain to win. The major avenues of Beijing were blocked with bicycles, cars, lorries, buses, and trucks all heading for Tiananmen Square, which was filled with people cheering, singing, playing musical instruments, waving flags, enjoying themselves. The noise could be heard streets away. Victory seemed the only conclusion.

A British reporter describing what he saw in Beijing, 1989.

Source B

Deng's China began to sign agreements with the USA, Britain, Japan and other industrial countries. By the 1980s foreign firms were building new factories in China to make everything from computers to face cream. In the countryside much land was handed back to the peasants who could decide what to grow. After they had paid rent to the government they could keep the rest of the money. Factory workers were rewarded too. If they produced more, they were given extra money. The more the peasants and factory workers earned the more they had to spend. The economy began to grow.

A British history textbook, 1987.

(a) (i) Study Source A.

What can you tell from this source about the protesters in Tiananmen Square? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the reason for the improvement in China's economy was foreign investment? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about China's development after the death of Mao Zedong? Explain your answer. [7]

(b) (i) What was the 'Gang of Four'? [2]

(ii) Describe how Deng Xiaoping re-emerged to become leader of China. [4]

(iii) Why were there demonstrations in Tiananmen Square in 1989? [6]

(iv) 'From 1976 to 1990, the Communist government relaxed control over the Chinese people.' How far do you agree with this statement? 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 which follow.

Source A

Mrs Mpemba, a mother of eight children, has been told that as her husband is no longer living in Langa she has no right to live there and must leave. Because she has lived in Langa for 25 years she also does not have the right to return to her place of birth. Legally, she may not now live anywhere.

A South African newspaper report of a case under the Pass Laws, 1967.

Source B

Before they went to the police station on 21 March 1960, PAC member Philip Kgosana told the crowd of 6000 in Langa township, 'Every African must make up his mind that he will never again carry a pass. In this campaign NOW and CONTINUOUSLY we are going to observe ABSOLUTE NON-VIOLENCE.' Nine days later, he repeated these points to a crowd of 30 000 that he had led in a march to Parliament in Cape Town.

A report in the New York Times from an American writer who was expelled from South Africa in 1966.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that Africans opposed the Pass Laws? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about government control over Africans in the 1960s? Explain your answer. [7]

(b) (i) Name the **two** Prime Ministers of South Africa in the 1960s. [2]

(ii) Describe the events at Sharpeville on 21 March 1960. [4]

(iii) Why did South Africa become a republic in 1961? [6]

(iv) How successful was government action towards opposition to apartheid in the 1960s and 1970s? 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 which follow.

Source A

Palestine is our country.
Our aim is to return.
Death does not frighten us.
Palestine is ours.
We shall never forget her.
Another homeland we shall never accept.
Our Palestine, O God and History,
We promise to shed our blood for you!

An oath chanted daily in the 1970s by Palestinian refugee children.

Source B

Those who call us terrorists wish to prevent world public opinion from discovering the truth about us. The difference between the revolutionary and the terrorist lies in the reason for which he fights. For whoever fights for freedom and liberation of his land from the invaders, the settlers and the colonists, cannot possibly be called terrorist, otherwise the American people in their struggle for liberation from the British would have been terrorists; the European resistance against the Nazis would have been terrorism; the struggle of the Asian, African and Latin American peoples would also have been terrorism.

Part of Arafat's speech to the UNO, November 1974.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that Palestinians were not terrorists? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name **two** Palestinian organisations other than the PLO that have fought for Palestinian independence. [2]

(ii) Describe the tactics the PLO used to achieve their aims in the 1970s. [4]

(iii) Why did Arafat accept an invitation to speak at the UNO in 1974? [6]

(iv) How far was the PLO successful in promoting the Palestinian cause? 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 which follow.

Source A

The question of universal suffrage is a knife and fork question, a bread and cheese question. It seems to me that every working man has a right to have a good coat on his back, a comfortable home, a good dinner upon his table, no more work than is necessary for keeping him in good health and as much wages for that work as would keep him in plenty.

From a speech made in 1839 by John Stephens who spoke in support of Chartism, although he never joined the movement.

Source B

The Chartists were called ugly names like a herd of pigs and the unwashed. I never knew equality demanded by the Chartists, neither in public or private, nor a case of violence or robbery in the town, though thousands have marched through its streets to meetings. They believed that taxation without representation was tyranny, and ought to be resisted. They took a leading part in agitating in favour of the ten hour working day, the repeal of taxes on knowledge and education. They supported civil and religious liberty. They were true pioneers in all the great movements of their time.

From a book published in 1887 entitled 'The Struggles of an Old Chartist'.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the Chartists were a threat to society? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Who was the leader of (a) the moral force Chartists and (b) the physical force Chartists? [2]

(ii) Describe the presentation of the 1848 petition. [4]

(iii) Why did the Chartists fail to achieve the six points of the Charter? [6]

(iv) 'Chartism was the most important nineteenth-century working-class movement.' Do you agree? 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 which follow.

Source A

We have never before heard such news as the first full story of the outbreak of the mutiny in India. It came with terrible exaggeration. England was horrified by the stories of large-scale massacres of English women and children; of the most dreadful tortures and the most degrading outrages inflicted on English women.

From a book, 'The History of Our Time', published in 1881.

Source B

The British authorities have met the emergency with both strength and wisdom. They reacted quickly and vigorously to bring all their resources to deal with the crisis, with as little fuss and trouble as if they had been arranging the details of a festival.

From a magazine published in England, July 1857.

Source C

The mutiny began at Meerut. Its immediate cause was a display of unwise severity by incompetent officers who did not know how to calm the storm they had caused. Delhi fell and then Cawnpore after three weeks gallant defence. It was in the Upper Ganges region that the issue was fought out and won during the summer of 1857 by the small British force then actually in India and by Indian troops faithful to them. Their boast that 'alone we did it' is largely true, although there were still months of bitter fighting.

From a British history book, published in 1922.

(a) (i) Study Source A.

What does this source tell you about British reaction to the Indian Mutiny? Support your answer with reference to the source. [6]

(ii) Study Sources B and C.

How far do these sources agree about the way the British dealt with the Mutiny? Explain your answer. [7]

(iii) Study all the sources.

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

(b) (i) Name **two** British Governor-Generals in the years prior to the Mutiny. [2]

(ii) Describe what happened at Meerut on 10 May 1857. [4]

(iii) Why was the Mutiny defeated? [6]

(iv) How far did the Mutiny change India? Explain your answer. [8]

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