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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 2009**

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 **9** printed pages and **3** 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

If our putsch was high treason then Germany's leaders must have been committing high treason as well. During all those weeks we talked of nothing but the aims of which we now stand accused. I alone bear the responsibility for the Putsch. If today I stand here as a revolutionary, it is as a revolutionary against the revolution. There is no such thing as high treason against the traitors of 1918. I only wanted what was best for the German people.

Part of Hitler's evidence at his trial in 1924.

Source B

On the surface the Munich Putsch seemed to be a failure, the Nazi Party was crushed and banned, and Hitler was imprisoned. Actually, it was a brilliant achievement for a political nobody. In a few hours, Hitler's scarcely known, unimportant party leapt into the headlines throughout Germany and the world. Moreover, he had learnt an important lesson: direct action was not the way to political power. It was necessary that he seek political victory by winning the masses to his side and by attracting the support of wealthy industrialists. Then he could ease his way to political supremacy by legal means.

From an American history book, published in 1971.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the Munich Putsch 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 Munich Putsch? Explain your answer. [7]

(b) (i) Who were the November Criminals? [2]

(ii) What was *Mein Kampf*? [4]

(iii) Why did Hitler object to the Weimar Republic? [6]

(iv) How far did Hitler use legal means to become Fuhrer? 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

Half a billion cubic feet of excavation work completed, 25 000 tons of steel produced with barely enough workers and basic materials. Brigades of young enthusiasts arrived in the summer of 1930 and did the groundwork of the railroad and dam. Later, groups of peasants came. Many were completely unfamiliar with industrial tools and processes.

An American, in 1943, recalls his experiences of working in the USSR during the first Five Year Plan.

Source B

The second Five Year Plan (1933–37) got off to a very poor start. The country seemed to be exhausted from the immense efforts of the previous years. There was a terrible famine as well as a crisis in transport, and severe shortages in many industries. Gross production rose by only 15 per cent compared with 20 per cent each year claimed for the years 1929–32. Consequently, the whole plan was redrafted in 1934.

A British historian writing in 1991.

(a) (i) Study Source A.

What can you tell from this source about the first Five Year Plan? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the second Five Year Plan 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 Five Year Plans? Explain your answer. [7]

(b) (i) Who were the Stakhanovites? [2]

(ii) Describe the role of Gosplan. [4]

(iii) Why did Stalin abandon Lenin's New Economic Policy? [6]

(iv) How far did the Soviet people benefit from the Five Year Plans? 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

Our country has become a land of opportunity, not merely because of the wealth of its resources and industry but because of America's system of freedom of initiative and enterprise. Through principles of decentralised government, equal opportunity and freedom of the individual, America has come nearer to the abolition of poverty than humanity has ever achieved before. Our progress over the past seven years is the proof.

From a speech by Herbert Hoover, during his presidential campaign, 1928.

Source B

In 1919 over 4 million workers – 20 per cent of the workforce – took part in strikes, raising fears of Bolshevism. The steel strike was the most threatening as 350 000 steel workers held a nationwide strike to cut the six or seven working days a week from 12 hours a day to 8 hours. The employers triumphed through espionage, blacklists, the use of state and federal troops, the denial of freedom of speech and their complete unwillingness to recognize the right of collective bargaining. Many of the workers' gains made during World War I were lost in the 1920s and union membership fell from 5 million to 3 million. The Supreme Court outlawed picketing, overturned national child labour laws, and abolished minimum wage laws for women.

From an American history book, 1998.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that American industrial workers were effectively organised? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Give **two** examples of older industries facing problems in the 1920s. [2]

(ii) What were the advantages of mass production in the car industry? [4]

(iii) Why did share prices rise so rapidly in the 1920s? [6]

(iv) 'The Wall Street Crash was the cause of the Depression in America.' How far do you agree with this statement? 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

To feed the furnaces, the population was forced into donating every piece of metal they had, regardless of whether this was used in production or was even an essential object. Farm tools, even water wagons, were carted off and melted down, as were cooking utensils, iron door handles and women's hair-clips.

Extract from a book, published in the United Kingdom in 2005. One of the authors was brought up in China in the period of the Great Leap Forward.

Source B

'Backyard steel' was of such poor quality that it was little use for any industrial purpose. Dykes leaked and home-made clay drainage pipes cracked. Worse still, grain was left to rot in the field, while peasants were away digging reservoirs. Over time, production did increase. The combined output of many small, makeshift workshops was far greater than that of large modern plants which took far longer to build. In agriculture, 30 billion trees were planted in 1958, and over 100 million acres were irrigated between 1958 and 1960.

An extract from a British history textbook, 1978.

(a) (i) Study Source A.

What can you tell from this source about the 'backyard steel' campaign of the Great Leap Forward? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the Great Leap Forward 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 Great Leap Forward? Explain your answer. [7]

(b) (i) Give **two** differences between collective farms and communes. [2]

(ii) Describe the main features of the Hundred Flowers Campaign. [4]

(iii) Why did the Soviet Union withdraw technical and financial aid to China during the Great Leap Forward? [6]

(iv) How far had the Chinese people benefited from Communist rule by 1962? 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

The prohibition of the ANC, the PAC and the Communist Party is now ended without conditions. These organisations over the years have alleged that they resorted to violence because the Government did not wish to talk to them. This justification for violence exists no longer – the Government wishes to talk to all leaders who seek peace. The time for talking has arrived and whoever still makes excuses does not really wish to talk.

President de Klerk's televised speech to Parliament, 1990.

Source B

At the end of March 1994 thousands of Inkatha members armed with spears and other weapons marched through Johannesburg and an Inkatha group attacked the ANC headquarters. Fifty-three people died and it seemed South Africa was on the brink of internal war. Mr de Klerk and I were determined that Inkatha would not succeed in postponing the election and they did not. The ANC won 62 per cent of the vote in the April election. Mr de Klerk made a gracious speech ending three centuries of white minority rule. At every opportunity I said all South Africans must now join hands and say we are one country, one nation, one people, marching together into the future.

From Nelson Mandela's autobiography, 1994.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that by 1994 South Africans were willing to work together to make 'one country, one nation'? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) To which tribal groups did Mandela and Buthelezi belong? [2]

(ii) Describe the actions taken by P. W. Botha to lessen the impact of apartheid. [4]

(iii) Why did some South Africans not trust President de Klerk? [6]

(iv) 'White minority rule came to an end because of factors external to South Africa.' How far do you agree with this statement? 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

Begin's plan for Palestinian self-rule under Israeli sovereignty is utterly unacceptable to us. It means that the Israelis do not want to reach an agreement. Begin is trying to deepen the rift in the Arab world. Egypt will never deliver the West Bank to Israel.

The opinion of an Egyptian government minister, May 1979.

Source B

Israel's proposals for the West Bank offer nothing approaching a self-governing Palestinian state. Israeli settlements would continue. Israeli troops would remain in control. Water supplies would be regulated from Jerusalem. There is nothing there for Sadat to show his Arab brethren. But did he ever expect there would be? Presumably not, for he is too wise about Israel. His theory is that the Middle East cannot afford eternal warfare and peace has to begin somewhere. By peace, Sadat meant a willingness to let the Palestinian question lie dormant for a few years.

A British newspaper report, May 1979.

(a) (i) Study Source A.

What does this source tell you about Israel's policy in the Middle East in the late 1970s? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that peace was possible in the Middle East by the late 1970s? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What were the 'occupied territories'? [2]

(ii) Describe how Arab states have used oil production as a weapon against Israel. [4]

(iii) Why did Sadat visit Jerusalem? [6]

(iv) How successful was Sadat in his efforts to bring peace to the Middle East? 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

In the domestic system of manufacture in Yorkshire, when I was a boy, it was customary for children to mix learning their trades with other instruction and with amusement and they were generally under the immediate care of their parents. The villages about Leeds and Huddersfield were occupied by respectable clothiers who could manufacture a piece of cloth or two in a week and always had their family at home. They could, at that time, make a good profit from what they sold. Now there are scarcely any of the old-fashioned domestic manufacturers left, and the villages are composed of one or two, and in some cases three or four, mill owners, and the rest become poor creatures who are reduced and ground down, and in general are compelled to live upon the labour of their children.

Richard Oastler, giving evidence to a Parliamentary Commission in 1832.

Source B

The reduction of time from 12 hours to 10, and the consequent reduction of wages, would have a most serious and sorrowful effect on the working class, as well as bring great financial loss to the employers. Everything should be done to enable the working class to acquire sufficient food and clothing, and the comforts of life, and then there is some chance of making some moral improvement. It is very difficult to instruct and improve the hungry and ill-clothed and those degraded into poverty.

The opinion of the Strutt family, who were regarded as good employers, when giving evidence to the Factory Commission in 1834 about a proposal to reduce working hours.

(a) (i) Study Source A.

What can you tell from this source about the development of the textile industry in the first part of the nineteenth century? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source support efforts to improve conditions for factory workers? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name **two** inventions which helped to turn the domestic system of textile manufacture into the factory system. [2]

(ii) What were the main features of the Factory Act passed by Parliament in 1833? [4]

(iii) Why did the location of the textile industry change in the nineteenth century? [6]

(iv) **'**The factories brought nothing but misery and poverty to working-class families.' How far do you agree with this statement? 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

Imperialism is often confused with the opening of commercial markets. Imperialism means something quite different from the sale or purchase of goods. It has a significant effect on a people and a territory, providing inhabitants with some education and regular justice. It teaches them the use of labour and the uses of money when they are ignorant of these things. It opens an area not only to the merchandise of the mother country, but to its money and its investments, to its engineers, to its administrators, and to its emigrants. Such a transformation of a barbarian country cannot be achieved simply by commerce.

From a book by a Frenchman, 1891.

Source B

After 1870 our manufacturing and trading supremacy was greatly challenged. Other nations, especially Germany, the United States of America and Belgium, advanced with great rapidity and their competition made it more difficult to sell our manufactures at a profit. These challenges to our old markets, even in our own possessions, made it urgent that we should take action to secure new markets. These new markets had to lie in previously undeveloped countries, chiefly in the tropics, where vast populations lived, whose growing needs our manufacturers and merchants could supply. Our rivals were seizing and annexing territories for similar purposes and then closing them to our trade. The diplomacy and arms of Great Britain had to be used in order to compel the owners of the new markets to deal with us.

From a book by an Englishman, 1902.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that British imperialism was in decline by the end 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 European imperialism in the nineteenth century? Explain your answer. [7]

(b) (i) Name **one** German and **one** Belgian colony acquired in Africa after 1870. [2]

(ii) What was 'indirect rule'? [4]

(iii) Why did Europeans NOT come to war with each other over overseas possessions in the nineteenth century? [6]

(iv) How far did Europeans benefit from imperialism? Explain your answer. [8]

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