

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

HISTORY

0470/04

Paper 4 Alternative to Coursework

May/June 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, music 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.

This document consists of **11** printed pages and **1** blank page.



DEPTH STUDY A: GERMANY, 1918–45

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

Source A

The Treaty of Versailles was criticised not only by the Germans. The French thought that it was not harsh enough and in 1920 voted out Clemenceau in a general election. Lloyd George received a hero's welcome when he returned to Britain. However, later he described the Treaty as a 'great pity' and said that he believed another war would happen because of it. Wilson was very disappointed with the Treaty. He said that if he were a German he would not have signed it. The American Congress refused to approve the Treaty.

From a British textbook published in 2001.

Source B

The Allies could have done anything they liked with Germany if only they had shown a wish for reconciliation. Germans were prepared to make reparations for the wrong done by their leaders. Now you hear the same thing over and over again, 'Our hatred for our conquerors will only end when we have our revenge.'

Princess Bluecher writing in 1920. She was an Englishwoman married to a member of the German royal family.

- (a) (i) Study Source A.

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

- (ii) Study Source B.

How far does this source show that the Allies were wrong to punish Germany in the Treaty of Versailles? Explain your answer. [7]

- (iii) Study both sources.

Is one of these sources more useful than the other to explain German attitudes to the Treaty? Explain your answer. [7]

- (b) (i) What were the November criminals? [2]

- (ii) Describe the Kapp Putsch of 1920. [4]

- (iii) Why was there a threat to the Weimar government from political extremists between 1919 and 1923? [6]

- (iv) 'The main reason why the Nazis had little success in the 1920s was because Germany became more prosperous.' 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 interference of foreign countries in Russia had important effects on the Civil War. The men, weapons and money these countries provided prolonged the savage fighting. However, foreign intervention united the Russian people, who now saw the war as a defence of Mother Russia.

From a British history book published in 1990.

Source B

About 70 per cent of the Russian population, which includes the majority of the peasants, do not oppose the Bolsheviks. This lack of hostility is an advantage to the Bolsheviks, whose influence among the peasants is almost all due to the land issue.

From a report by a British agent in Russia during the Civil War, 1918.

- (a) (i) Study Source A.

What can you tell from this source about foreign interference in the Russian Civil War? Support your answer with reference to the source. [6]

- (ii) Study Source B.

How far does this source show that the Bolsheviks had the support of the Russian people? Explain your answer. [7]

- (iii) Study both sources.

Is one of these sources more useful than the other as evidence of why the Bolsheviks won the Civil War? Explain your answer. [7]

- (b) (i) Name **two** foreign countries that intervened in the Russian Civil War. [2]

- (ii) Describe the role of the Cheka during the Civil War. [4]

- (iii) Why did Lenin introduce War Communism? [6]

- (iv) How far was the leadership of Trotsky responsible for the Bolshevik victory in the Civil War? Explain your answer. [8]

DEPTH STUDY C: THE USA, 1919–1941

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

Source A

The Wall Street Crash was the result of a trick to strengthen the rich and make beggars out of the weak. Millionaires were made overnight from the life savings of others. It was Wall Street against the world with their secret 'smart money' sell off. The bankers were in power and all through October 1929 New York banks and investment firms were changing shares to cash. The present administration now understands all the Republican tricks and there will not be another depression such as Hoover and the Republicans caused.

An American owner of a small business which went bankrupt in the Depression, speaking in 1938.

Source B

On Black Thursday, 24 October 1929, almost \$9 billion was knocked off the value of shares. The Big Six bankers got together to buy shares to rally the market. By the end of the day losses were cut to only \$3 billion. On Friday, 25 October, President Hoover gave a speech on the strength of the economy and the market held steady on Friday and Saturday.

On Monday, stocks plunged and \$10 to \$14 billion was lost. The Big Six and their friends had decided to sell quietly, and actually made a profit. Tuesday, 29 October, was the worst day – more than 16 million shares were sold and \$32 billion had been lost.

A British historian describing the Wall Street Crash of 1929.

- (a) (i) Study Source A.

What can you tell from this source about American reactions to the Wall Street Crash of 1929? Support your answer with reference to the source. [6]

- (ii) Study Source B.

How far does this source show that the bankers were responsible for the Wall Street Crash? Explain your answer. [7]

- (iii) Study both sources.

Is one of these sources more useful than the other in explaining why so many people were ruined as a result of the Wall Street Crash? Explain your answer. [7]

- (b) (i) Give **two** of the weaknesses in the American banking system during the 1920s. [2]

(ii) What was meant by 'buying on the margin' and what results did this have before October 1929? [4]

(iii) Why did some Americans not share in the prosperity of the 1920s? [6]

(iv) How far do you agree that the stock market crash of 1929 was the most important cause of the Great Depression? Explain your answer. [8]

DEPTH STUDY D: CHINA, 1945–c.1990

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

Source A

I saw rows of teachers, about 40 or 50 in all, with black ink poured over their heads and faces. They were holding notices with such words as ‘class enemy’. Hanging from their necks were buckets full of rocks. I saw the school principal. The bucket round his neck was so heavy that the wire had cut deep into his neck and he was staggering.

In 1972, an eyewitness describes a scene during the Cultural Revolution.

Source B

I spent years as a revolutionary. I missed years of normal growing up. Today, I want to give something back to the Motherland, but I did not finish my schooling and I have no qualifications.

A former Red Guard, speaking in 1980.

- (a) (i) Study Source A.

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

- (ii) Study Source B.

How far does this source show that Red Guards regretted their involvement in the Cultural Revolution? Explain your answer. [7]

- (iii) Study both sources.

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

- (b) (i) What was Mao’s ‘Little Red Book’? [2]

(ii) Describe the role of the Red Guards during the Cultural Revolution. [4]

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

(iv) How far did Mao make a serious mistake in introducing the Cultural Revolution? 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

The British won the Boer War but then gave the Boers back their old Republics and gave them a nice little present of the Cape and Natal! Now the South African Party are in power they are getting rid of the Englishmen in the Civil Service. When they've finished with the British the Boers will make a law declaring it a crime for a Native to live in South Africa unless he is a servant of a Boer and then it will be just one step to complete slavery. We can send as many delegations as we like to London to protest but it will make no difference.

The view of a black South African in 1912.

Source B

The Native National Congress asked the Government in 1913 not to pass the Land Act as it would be very cruel and end the economic independence of the Natives. Missionary groups, who represented hundreds of thousands of natives, pleaded for justice. They said that before passing such a law the Government should at least provide locations to which the evicted squatters could go. Even the Transvaal Landowners Society, who wanted to separate whites from blacks, urged that more time was needed to listen to the country and make amendments.

Written in 1916 by Sol Plaatje, one of the first members of the Native National Congress.

- (a) (i) Study Source A.

What impression does this source give of black attitudes to the British in 1912? Support your answer with reference to the source. [6]

- (ii) Study Source B.

How far does this source show that South Africans were united in opposing the 1913 Land Act? Explain your answer. [7]

- (iii) Study both sources.

Is one of these sources more useful than the other as evidence about the policies of the South African Party after 1910? [7]

- (b) (i) Give **two** terms of the 1913 Land Act. [2]

- (ii) Describe the effects the Land Act had on black farmers. [4]

- (iii) Why did the British Government not help the black farmers? [6]

- (iv) 'The 1913 Land Act was the most damaging segregationist policy for non-white South Africans up until 1939.' How far do you agree? Explain your answer. [8]

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

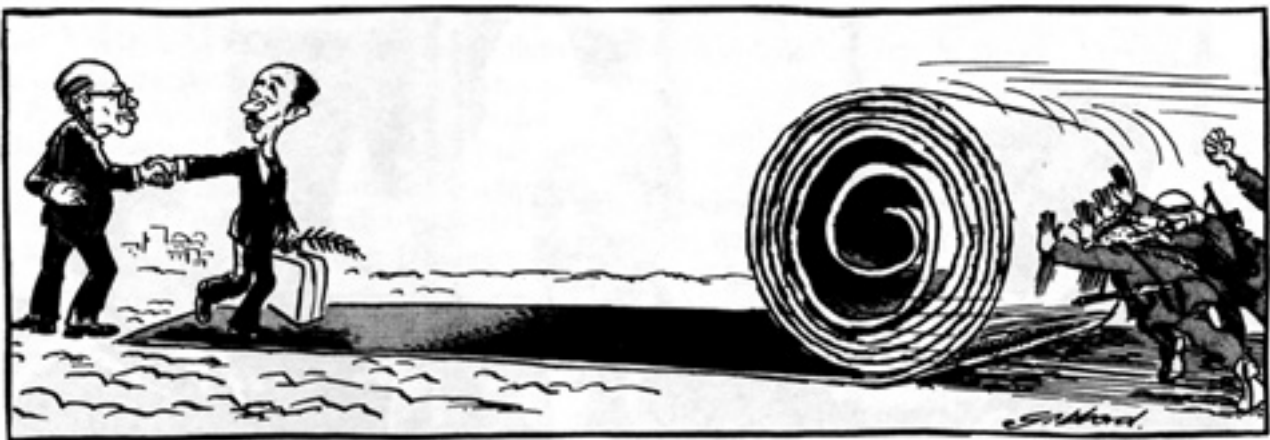
6 Study the sources, and then answer the questions which follow.

Source A

You want us to live together in this part of the world, and I tell you quite sincerely that Egypt welcomes you with all peace and security. This in itself marks a historic change. We used to reject you, to call you the ‘so-called Israel’, but today I declare to the whole world that we should live with you in a just and lasting peace.

From President Sadat’s speech to the Knesset, November 1977.

Source B



A British cartoon commenting on Palestinian reaction to Sadat’s visit to Israel, November 1977.

(a) (i) Study Source A.

What does this source tell you about President Sadat’s attitude to Israel? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that Sadat’s visit to Israel was a failure? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Give **two** terms of the Camp David Agreements. [2]

(ii) What benefits did the Egypt-Israel peace treaty of March 1979 bring to both countries? [4]

(iii) Why was there so much Arab opposition to Sadat’s peace initiative? [6]

(iv) How far do you agree that the USA has done more to bring peace to the Middle East since 1979 than the Arab countries? 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

The railway transports goods at much lower charges than any of the former carriers. Even though they have their faults, these iron roads have increased the wealth of the people of this country. They save the public time in travel and money in fares and tolls. They have given us the penny post and reduced the cost of many goods of general consumption.

From an article in a popular magazine of 1856.

Source B

We must decide whether it is desirable that the nation should continue to enjoy the quiet rural or agricultural life, or that it should be launched into the bustle and excitement of commerce and manufacture. It must be admitted that the old ways are passing and it is feared that the iron age has come.

Henry Booth, Treasurer of the Liverpool and Manchester Railway, writing in 1830.

Source C

A print of a railway disaster near London in 1861.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that people approved of the development of railways? Explain your answer. [7]

(iii) Study all three sources.

How useful are these sources as evidence that railways were beneficial to the general public? Explain your answer. [7]

(b) (i) Name **two** early railway engineers. [2]

(ii) What objections were made to the building of railways? [4]

(iii) Why did railways grow so rapidly in the 1840s? [6]

(iv) How important were railways for the working-class people of Britain in the nineteenth century? 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

British soldiers lack skill in using fists and swords like proper fighters. Also, their legs are firmly bound with cloth so it is very inconvenient for them to stretch. The soldiers can do little harm and, therefore, what is called their power can be controlled without difficulty.

A comment by a Chinese official following the Chinese destruction of a cargo of opium imported by British merchants in 1839.

Source B

England has, at this solemn time, to teach the Chinese to leave behind superstition, break its chains, and come humbly to the religion of Christ.

From the magazine 'The Illustrated London News', in 1842, during the First Opium War.

Source C

A Boxer poster showing men recruiting in a village and saying, 'to protect our country, expel the foreign bandits and kill Christian converts'.

(a) (i) Study Source A.

What does this source tell you about Chinese attitudes to the West? Support your answer by reference to the source. [6]

(ii) Study Source C.

How far does this source explain the support for the Boxer Rising in 1900? Explain your answer. [7]

(iii) Study all three sources.

How useful are these sources for showing the conflict between China and the West was the fault of the Chinese? Explain your answer. [7]

(b) (i) Name **two** countries other than Britain which gained trading rights in China in the nineteenth century. [2]

(ii) What did China lose from the Opium Wars? [4]

(iii) Why did the Boxer Rising fail? [6]

(iv) 'Despite military success the West never managed to impose western ways on Chinese life and culture, down to 1914.' How far do you agree? Explain your answer. [8]

BLANK PAGE

Copyright Acknowledgements:

Depth Study A: Source A.	Ben Walsh. <i>History in Focus</i> . John Murray 2001.
Depth Study A: Source B.	Ben Walsh. <i>History in Focus</i> . John Murray 2001.
Depth Study B: Source A.	© Clare Baker. <i>Russia 1917–45</i> . Published by Heinemann 1990.
Depth Study B: Source B.	Alan White. <i>Russia and the USSR</i> . HarperCollins Publishers Ltd.
Depth Study D: Source A.	Neil De Marco. <i>The World this Century</i> . HarperCollins Publishers Ltd.
Depth Study D: Source B.	© Bryn O’Callaghan. <i>A History of the Twentieth Century</i> . Reproduced by permission of Pearson Education.
Depth Study F: Source A.	© <i>Qualifications and Curriculum Authority</i> .
Depth Study F: Source B.	© <i>Qualifications and Curriculum Authority</i> .
Depth Study G: Source C.	© Hulton Getty Archives.
Depth Study H: Source C.	C. Fitzgerald and M. Roper. <i>China: A World So Changed</i> . Thomas Nelson, 1972.

Every reasonable effort has been made to trace all copyright holders. The publishers would be pleased to hear from anyone whose rights we 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.