

International General Certificate of Education
UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE

HISTORY

0470/4

PAPER 4

Alternative to Coursework

OCTOBER/NOVEMBER SESSION 2001

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 set on **one** of the Depth Studies.

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.

This question paper consists of 12 printed pages.

DEPTH STUDY A: GERMANY, 1918–45

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

Source A

Hitler has grown in authority. He is developing from being just a party leader, fanatic and agitator, into a true statesman. He speaks not a word of hatred for the opposition, not a word of racial ideology, not a threat aimed at home or abroad. He says only what the audience wants to hear, which is to maintain the great traditions of Germany.

*An eye-witness description of Hitler speaking at the opening of the session of the Reichstag,
21 March 1933.*

Source B

The square in front of the Kroll Opera House was crowded with masses of people. 'We want the Enabling Act' was chanted by youths with swastikas. The Opera House was filled with armed SA and SS men. The hall was decorated with swastikas and the SA and SS men were lined up around the room. Their expressions were hostile.

*A Social Democrat describes the meeting of the Reichstag at which the Enabling Act was passed,
23 March 1933.*

- (a) (i) Study Source A.
What can you tell from this source about Hitler's political skills? Support your answer with reference to the source. [6]
- (ii) Study Source B.
How far does this source show the methods used by the Nazi Party? Explain your answer. [7]
- (iii) Study both sources.
Is one source more useful than the other to explain the success of the Nazi movement? Explain your answer. [7]
- (b) (i) Give **two** reasons why President Hindenburg appointed Hitler as Chancellor in January 1933. [2]
- (ii) What powers did the Enabling Act give to Hitler? [4]
- (iii) Why was the Night of the Long Knives important? [6]
- (iv) Do you agree that it was mainly the use of terror that enabled the Nazis to stay in power? Explain your answer. [8]

DEPTH STUDY B: RUSSIA, 1905–41

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

Source A

The position of officers who served in the Tsar's army and are now forced to fight for the Red Army is difficult. They are not trusted and are shot for the smallest failure of their troops. A recent order from Trotsky said that the wives and children of officers who desert to the Whites must be thrown in prison.

A British report of 1918.

Source B

The town was just about to fall to the Whites when Trotsky arrived. Then everything changed and we began to do better. Trotsky paid a visit to the front line. He made a speech and we were all encouraged by his energy. He promised more troops soon. His arrival brought about great changes in the battle. It was a miracle.

A member of the Red Army describing Trotsky's leadership in the Civil War.

- (a) (i) Study Source A.
What impression does this source give about the Red Army? Support your answer with reference to the source. [6]
- (ii) Study Source B.
How far does this source show the importance of Trotsky in the Civil War? Explain your answer. [7]
- (iii) Study both sources.
Is one of these sources more useful than the other as evidence about the Civil War? Explain your answer. [7]
- (b) (i) Give **two** reasons why other countries sent troops to assist the Whites in the Civil War. [2]
- (ii) What was War Communism? [4]
- (iii) Why did the Bolsheviks win the Civil War? [6]
- (iv) To what extent did the New Economic Policy (NEP) bring about change in Russia after 1921? [8]

DEPTH STUDY C: THE UNITED STATES OF AMERICA, 1919–41

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

Source A

President Roosevelt has done his part; now you do something. Buy something – buy anything, anywhere; paint your kitchen, send a telegram, give a party, get a car, pay a bill, rent a flat, fix your roof, get a haircut, see a show, build a house, take a trip, sing a song, get married. It does not matter what you do – but get going and keep going. The old world is starting to move.

A notice from a factory owner to his workers, April 1933.

Source B

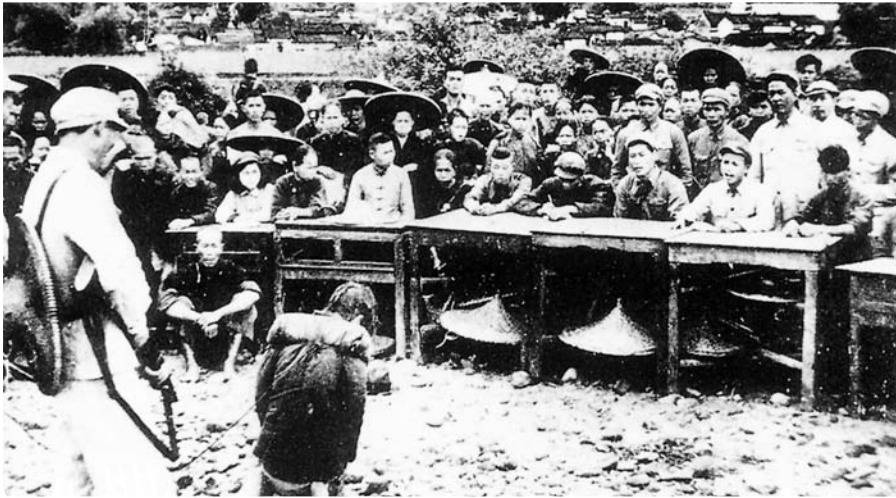
An American cartoon about Roosevelt's New Deal.

- (a) (i) Study Source A.
What can you tell from this source about Roosevelt's impact on the USA? Support your answer with reference to the source. [6]
- (ii) Study Source B.
Did the cartoonist support Roosevelt's New Deal policies? Explain your answer, using details of the source. [7]
- (iii) Study both sources.
Is one of these sources more useful than the other as evidence about the New Deal? Explain your answer. [7]
- (b) (i) Give **two** reasons why Roosevelt introduced the Civilian Conservation Corps. [2]
- (ii) Describe the work of the Tennessee Valley Authority. [4]
- (iii) Why was there a growth in the membership of trade unions during Roosevelt's Presidency? [6]
- (iv) Roosevelt's opponents claimed he was trying to set up a dictatorship. How far was this true? Explain your answer. [8]

DEPTH STUDY D: CHINA, 1945–c.1990

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

Source A



The trial of a landlord before a People's Court in the province of Guangdong. He was found guilty and shot.

Source B

In 1950 Mao introduced an Agrarian Reform Law. He sent his Communist Party workers into each village to enforce it. They shared out the land in the villages between the peasants. They also got peasants to put landlords on trial in so-called People's Courts. At these trials the landlords were accused of such things as charging high rents or mistreating their tenants. Many landlords were let off. Others were imprisoned or executed. Party workers helped to set up the courts but it was the peasants who ran them and made the decisions. This further increased their support for Mao.

An extract from a British textbook published in 1996.

- (a) (i) Study Source A.
What impressions does this source give about People's Courts? Support your answer with reference to the source. [6]
- (ii) Study Source B.
How far does this source show that land redistribution in China was unfair to the landlords? Explain your answer. [7]
- (iii) Study both sources.
Is one of these sources more useful than the other as evidence about the land redistribution in China? Explain your answer. [7]
- (b) (i) Give **two** reasons why the Communists encouraged the peasants to form collective farms. [2]
- (ii) What were communes? [4]
- (iii) Why were the peasants strong supporters of the Communists' takeover of China? [6]
- (iv) To what extent were Mao's agricultural changes successful by 1962? 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 Land Act of 1913 meant that blacks could only own land in 'native reserves' which amounted to only seven per cent of South Africa. Blacks could not buy land from whites, blacks could not live on white farms except as full-time labourers, and share-cropping became illegal. Straightaway it caused great suffering to many black families who were driven from their homes. As the years passed and the Act took effect, independent black farming was destroyed and a supply of cheap black labour was created for white farmers and other white employers.

From a British school textbook published in 1990.

Source B

My father was a landowner in Vanrhynsdorp but twice we lost all our cattle because of drought. Having inherited the land I made one more attempt but the drought of 1913 ruined me completely. For twenty years the wagon has been our home – my nine children were born while we were on trek.

A white South African's evidence to a government enquiry into poverty, 1932.

- (a) (i) Study Source A.
What can you tell from this source about the 1913 Land Act? Support your answer with reference to the source. [6]
- (ii) Study Source B.
How far does this source show the problems of poor whites in South Africa in the early twentieth century? Explain your answer. [7]
- (iii) Study both sources.
Is one of these sources more useful than the other as evidence about farming in South Africa? Explain your answer. [7]
- (b) (i) Give **two** ways in which South Africa's economy was affected by the depression of the early 1930s. [2]
- (ii) Describe the effects on blacks of the government policies of the 1920s and 1930s which attempted to solve the problems of poor whites. [4]
- (iii) Why did the Industrial and Commercial Workers' Union not succeed in improving black workers' rights and wages in the 1920s? [6]
- (iv) To what extent had the development of South Africa's economy improved working opportunities for the black population by 1940? 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

Israel's proposals for the West Bank do not offer anything like a self-ruling state. Israeli settlements would remain, Israeli troops would still be in control. Water supplies would be regulated from Jerusalem. There is nothing in the proposals for Sadat to show to his fellow Arabs. His belief was that the Middle East could not afford continuous warfare, and that peace had to begin somewhere. By peace Sadat meant a willingness to leave the Palestinian question alone for a few years.

From a British newspaper, 22 May 1979.

Source B

Begin's plan for Palestinian self-rule under Israeli authority is utterly unacceptable to us. It means they do not want to reach an agreement. Begin is trying to deepen the divisions in the Arab world. Egypt will never accept Israeli occupation of the West Bank.

An Egyptian government minister, May 1979.

- (a) (i) Study Source A.
What can you tell from this source about prospects for a settlement of the West Bank issue? Support your answer with reference to the source. [6]
- (ii) Study Source B.
How far does this source show that Begin did not really want to reach a settlement over the West Bank? Explain your answer. [7]
- (iii) Study both sources.
Is one source more useful than the other to explain the problems in achieving a peaceful settlement in the Middle East? Explain your answer. [7]
- (b) (i) Give **two** reasons why the West Bank was so important to the Israelis. [2]
- (ii) What help did the United Nations Organisation give the PLO in the 1970s? [4]
- (iii) Why were the Camp David Agreements signed? [6]
- (iv) To what extent did the Camp David Agreements bring peace to the Middle East? 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

I'm a poor cotton weaver as many a one knows,
I've nothing to eat in the house and I've worn out my clothes.
You'd hardly give sixpence for all I've got on,
My shoes they are bursting and stockings I have none.

From a popular ballad of about 1820.

Source B

At present a boy or a girl of fourteen or fifteen years of age can manage two steam looms and can weave three and a half times as much cloth as the best hand weaver.

From 'A History of Cotton Manufacture', published in 1823.

Source C

We the framework knitters declare to all hosiers (stocking makers), lacemakers and owners of frames that we will break and destroy all manner of frames whatsoever.

Given under my hand this first day of January 1812 at Ned Lud's office, Sherwood Forest.

- (a) (i) Study Sources A and B.
What do these sources tell you about weaving in the first half of the nineteenth century? [6]
- (ii) Study Source C.
How far does this source prove that workers resisted technological change? Explain your answer. [7]
- (iii) Study all three sources.
Is Source B more useful evidence about the progress of the textile industry than Sources A and C? Explain your answer. [7]
- (b) (i) Give **two** examples of how inventions helped to industrialise the textile industry. [2]
- (ii) What factors decided the location of early factories? [4]
- (iii) Why were there only a few 'Luddite'-type disturbances in the first quarter of the nineteenth century? [6]
- (iv) Did industrialisation in the first half of the nineteenth century bring more disadvantages than advantages to the working classes? Explain your answer. [8]

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

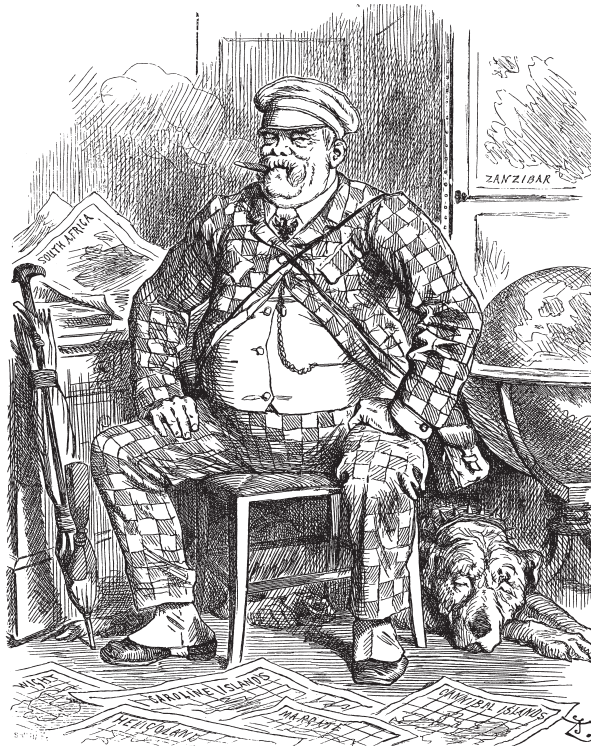
8 Study the sources, and then answer the questions which follow.

Source A

It is said that our Empire is already large enough, and does not need to be extended. That cannot be true. We have to consider those countries that must be developed either by ourselves or some other nation. We have to remember that the world, as far as it can be shaped by us, should receive an English-speaking culture and not that of other nations. We should, in my opinion, badly be at fault if we ignored our responsibilities and refused to take a share in the partition of the world.

From a speech made by Lord Rosebery, British Foreign Secretary, to the Colonial Institute in London, March 1893.

Source B



BISMARCK: "H'M—WHERE SHALL I GO NEXT?"

A cartoon from a British humorous magazine, August 1885, showing the German Chancellor, Bismarck, as a tourist.

- (a) (i) Study Source A.
What does this source tell you about the nature of British imperialism? [6]
- (ii) Study Source B.
Does this cartoon give a reliable impression of German imperialism? Explain your answer. [7]
- (iii) Study both sources.
How useful are these sources as evidence about British attitudes towards imperialism in the late nineteenth century? Explain your answer. [7]
- (b) (i) Give **two** examples of disputes between European powers over extending their empires. [2]
- (ii) Describe the spread of French imperialism in the nineteenth century in **either** Asia **or** Africa. [4]
- (iii) Why did Germany seek an overseas empire in the late nineteenth century? [6]
- (iv) To what extent was the nature of British imperialism different from that of other countries? Explain your answer. [8]

Copyright Acknowledgements:

Question 1 Sources A&B	© G Layton; <i>Access to History Germany</i> ; Hodder & Stoughton
Question 2 Source A	© Alan White; <i>Russia and the USSR</i> ; Collins 1995
Question 2 Source B	© Clare Baker; <i>Russia 1917–45</i> ; Heinemann
Question 3 Source A	© J Simkin; <i>Roosevelt and the New Deal</i> ; Spartacus Educational
Question 3 Source B Cartoon	© Macmillan Education Ltd
Question 4 Source A Photograph	© Popperfoto
Question 4 Source B	© Ben Walsh; <i>GCSE Modern World History John Murray (Publishers) Ltd</i>
Question 5 Source A	© M Roberts; <i>History of S. Africa</i> ; for and on behalf of Pearson Education Ltd
Question 5 Source B	© Killie Campbell Africana Library, Campbell Collections of the University of Natal
Questions 6 A&6B	© S J Perkins; <i>The Aran Israeli Conflict</i> ; ITPS Ltd
Question 7 Source A	© T May; <i>Economic & Social History of Britain</i> ; Pearson Education Ltd
Question 7 Source C	© C Culpin; <i>Making Modern Britain</i> ; HarperCollins Publishers Ltd
Question 8 Source A	© G S Graham; <i>Concise History of British Empire</i> ; Thames & Hudson Ltd
Question 8 Source B Cartoon	© Punch Limited

Cambridge International Examinations has made every effort to trace copyright holders, but if we have inadvertently overlooked any we will be pleased to make the necessary arrangements at the first opportunity.