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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 2007

1 hour

Additional Materials: Answer Booklet/Paper

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.



DEPTH STUDY A: GERMANY, 1918-1945

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

Source A

According to Nazi doctrine, there is such a thing as a pure Aryan race. This Aryan race has its purest breed in Germany. It must be kept pure. Praise for the German race, hatred for Jews, and contempt for other inferior and democratic races. These are the doctrines to be drilled into the minds of the Germans.

An American, writing in 1936.

Source B

I hate the treatment of the Jews. I think it is a bad side of the movement and I will have nothing to do with it. I did not join the party to do that sort of thing. I joined the party because I thought and still think that Hitler did the greatest Christian work for twenty-five years. I saw seven million men rotting on the streets, often I was there too and no one seemed to care. Then Hitler came and he took all those men off the streets and gave them health and security and work.

A Nazi Labour Corps leader, interviewed in 1938.

- (a) (i) Study Source A.

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

- (ii) Study Source B.

How far does this source show that Germans approved of Hitler's policies? Explain your answer. [7]

- (iii) Study **both** sources.

Is one source more useful than the other as evidence about Nazi policies? Explain your answer. [7]

- (b) (i) Other than the Jews, identify **two** groups persecuted by the Nazis because they were considered inferior. [2]
- (ii) What happened on Kristallnacht? [4]
- (iii) Why did the Nazis adopt the Final Solution? [6]
- (iv) How far did the coming of war change life in Nazi Germany? Explain your answer. [8]

DEPTH STUDY B: RUSSIA, 1905-1941

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

Source A

Of all the tyrannies in history, the Bolshevik tyranny is the worst, the most destructive, the most degrading. The atrocities committed under Lenin and Trotsky are incomparably more hideous and more numerous than anything for which the Kaiser is responsible.

A British government minister, speaking in 1919.

Source B

A short, stocky figure, with a big head set down on his shoulders, balding and bulging little eyes, a flat nose, wide mouth and heavy chin. Dressed in shabby clothes, his trousers were too long for him. Unimpressive to be the idol of the mob but loved and revered as perhaps few leaders in history have been. A strange leader – a leader because of his intellect; colourless, humourless, determined and aloof, but with the power of explaining profound ideas in simple terms.

An American journalist's description of Lenin in November 1917.

- (a) (i) Study Source A.

What does this source tell you about the impact of the Bolshevik Revolution in Russia? Support your answer with reference to the source. [6]

- (ii) Study Source B.

How far does this source show that Lenin was a natural leader? Explain your answer. [7]

- (iii) Study **both** sources.

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

- (b) (i) What were the July Days, 1917? [2]

- (ii) Describe the Kornilov Affair, August 1917. [4]

- (iii) Why was there a second revolution in Russia in 1917? [6]

- (iv) 'The Russian people gained little from Bolshevik rule between 1917 and the death of Lenin in January 1924.' Do you agree? Explain your answer. [8]

DEPTH STUDY C: THE USA, 1919-1941

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

Source A

One in five of Los Angeles County's own population is already on unemployment relief. Relief costs have jumped from just under a dollar in 1925 to \$45 in 1936. The cost for this year will be increased enormously by the horde of newcomers coming into California from other states unless it is halted. The County is to demand that the Federal government must care for persons coming in from other states.

A report published in the San Francisco Chronicle in 1937.

Source B

Roosevelt was regarded as a saviour, yet by 1936 nine million Americans were still without a job and on relief. The Social Security Act of 1935 had not set up national rates of benefit for people in need and there was no insurance scheme for people who had lost their jobs through illness. The Works Progress Administration created jobs for only about a third of the unemployed. The AAA policy had driven tenants and share-croppers off the land.

From a British school textbook published in 1987.

- (a) (i) Study Source A.

What can you tell from this source about attitudes in California towards providing unemployment relief? Support your answer with reference to the source. [6]

- (ii) Study Source B.

How far does this source show that the New Deal was failing by 1936? Explain your answer. [7]

- (iii) Study **both** sources.

Is one of these sources more useful than the other about the effects of the New Deal programme by 1937? Explain your answer. [7]

- (b) (i) Give **two** reasons for setting up the Tennessee Valley Authority. [2]

(ii) Describe the main features of **either** Huey Long's Share-Our-Wealth Scheme **or** Father Coughlin's proposals. [4]

(iii) Why did Roosevelt win the 1936 election? [6]

(iv) How successful was the New Deal? 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

South African Students' Organisation (SASO) Resolution 45 states that this country belongs to black people and to them alone. This is not anti-white. Whites are here and they may live in the country or leave depending on their relationship with blacks and their acceptance of whatever conditions blacks shall dictate. We know that the ANC and PAC have opted for violence. We don't believe that this is the only method. We believe that peaceful means will get us to where we want to go.

Steve Biko defending himself in court, May 1976.

Source B

The militancy of the Black Consciousness movement was encouraging but I thought the view of these young men was not fully mature. I saw my role as an elder statesman who might help them move on to the more inclusive ideas of the ANC movement.

Nelson Mandela's opinion on the members of the SASO sent to Robben Island in 1976.

- (a) (i) Study Source A.

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

- (ii) Study Source B.

How far does this source show that Nelson Mandela supported the Black Consciousness movement? Explain your answer. [7]

- (iii) Study **both** sources.

Is one of these sources more useful than the other as evidence about the South African Students' Organisation? Explain your answer. [7]

- (b) (i) Name **two** of the Bantustans (homelands). [2]

- (ii) Describe the actions of the Student Representative Council in Soweto in the 1970s. [4]

- (iii) Why was there discontent in the townships in the 1970s? [6]

- (iv) 'Opposition to white minority rule was a failure in the 1970s and 1980s.' 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

On 23 May 1967, President Nasser announced that the Straits of Tiran had been closed to Israeli ships. He stated, 'The Israeli ships will no longer be allowed through the Gulf of Aqaba; our sovereignty over the Gulf is indisputable. If Israel threatens us with war we will reply: Go ahead then.' Following the Egyptian announcement there was great diplomatic activity involving Britain, France, USA and Russia as well as the Middle East countries but, although some pressure was brought to bear on President Nasser, he stayed firm on the Tiran blockade.

From a British textbook, 1977.

Source B

In 1967 in the West Bank for the first time in my life I felt like a real human being. I had a gun in my hand. Between June 1967 and March 1968 I crossed into occupied territory thirty-five times. The fighters of that time were great men. They were honourable men who loved their country and wanted it back. We were isolated but full of pride. We were not just guerrillas. We were doing what others thought impossible, standing and fighting. We always wanted to be in direct conflict with the enemy, to stand and face the Israelis.

An account by a member of Al Fatah, written in the 1970s.

- (a) (i) Study Source A.

What does this source tell you about Egyptian attitudes towards Israel? Support your answer with reference to the source. [6]

- (ii) Study Source B.

How far does this source show that the Palestinians were succeeding in their struggle against the Israelis? Explain your answer. [7]

- (iii) Study **both** sources.

Is one source more useful than the other as evidence about the struggle against the state of Israel? Explain your answer. [7]

- (b) (i) Name **two** areas that Israel occupied during the Six Day War. [2]

- (ii) Describe the role of the Israeli air force in the Six Day War. [4]

- (iii) Why was President Nasser supported in the war by other countries? [6]

- (iv) 'Israel was as successful in the Yom Kippur War as in the Six Day War.' Do you agree? 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

A cotton spinning establishment offers a remarkable example of how, by the use of very great power, an enormous amount of work can be done. Often we see in a single building a steam engine which has the strength of 880 men and sets in motion 50 000 spindles. These machines can produce as much yarn as formerly required 200 000 hand spinners.

From the book 'History of the Cotton Manufacture in Great Britain', published in 1835.

Source B

All the defences and morality of family life are attacked. It reduces the workers to a condition little better than savages. Recklessness, unnecessary poverty, starvation, drunkenness, parental cruelty and carelessness, child disobedience, neglect of marriage, absence of motherly love, the destruction of brotherly and sisterly affection are too often results and bring a lowering of morals, ruin of domestic enjoyments and social misery.

Peter Gaskell writing in 1836 on the effects of factories on family life.

Source C

The wages obtained by workers in the various branches of cotton manufacture are, in general and with care, sufficient to provide them with the decent comforts of life. The average wages of people employed in the mills, young and old, are between nine and twelve shillings a week. Their incomes are often eaten into by drink and carelessness.

From the pamphlet 'The Moral and Physical Condition of the Working Classes', written in 1832.

(a) (i) Study Source A.

What does this source tell you about cotton manufacturing in the first part of the nineteenth century? Support your answer with reference to the source. [6]

(ii) Study Sources B and C.

How far do these sources show that industrialisation was harmful to working people? Explain your answer. [7]

(iii) Study **all** the sources.

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

(b) (i) Name **two** inventions which revolutionised the textile industry. [2]

(ii) What problems faced the coal industry in the early nineteenth century? [4]

(iii) Why was Britain's industrial growth so rapid in the early nineteenth century? [6]

(iv) Which was the more important for improving working conditions in mines and factories: legislation or the work of individuals? Explain your answer. [8]

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DEPTH STUDY H STARTS ON PAGE 10

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



A nineteenth-century missionary postcard.

Source B

A great part of the world is inhabited by barbarian tribes or savages. Some fight endless wars and have brutal customs. Others know so little of the arts and are so little accustomed to work that they do not know how to exploit the land and its natural riches.

It is neither natural nor just for the civilised people of the West to be limited indefinitely and restricted to spaces which were their first home. Nor is it natural or just that the West enjoys the marvels of science, the arts and civilisation while they leave half the world to groups of ignorant savages.

Written by a Frenchman in 1891.

Source C

The vilest scramble for loot that ever disfigured the history of human conscience and geographical exploration.

The nineteenth-century novelist Joseph Conrad commenting on imperialism.

(a) (i) Study Source A.

What impressions does this source give of Western attitudes towards non-European races? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the West's motives for imperialism were selfish? Explain your answer. [7]

(iii) Study **all** the sources.

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

(b) (i) Name **two** British politicians of the nineteenth century who pursued imperialist policies. [2]

(ii) Describe the aims of missionaries in the nineteenth century. [4]

(iii) Why did Britain have such a large empire by the end of the nineteenth century? [6]

(iv) Did Europeans bring 'civilisation' to other parts of the world in the nineteenth century? Explain your answer. [8]

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