

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

**HISTORY**

**0470/04**

Paper 4 Alternative to Coursework

October/November 2006

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.

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** 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 **12** printed pages.



## DEPTH STUDY A: GERMANY, 1918–1945

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

### Source A

We were very stupid men. We arrived in Paris determined that a peace of justice and wisdom should be negotiated: we left the conference aware that the treaties imposed on our enemies were neither just nor wise.

*Comments by a British diplomat who attended the Paris Peace Conference in 1919.*

### Source B

The overall reaction of Germans was horror and outrage. They certainly did not feel they had started the war. They did not feel they had lost the war. In 1919 many Germans did not really understand how bad Germany's military situation had been at the end of the war. They believed that the German government had simply agreed to a ceasefire and that therefore Germany should have been at the Peace Conference to negotiate peace. It should not have been treated as a defeated state. They were angry that their government was not represented at the talks and that they were being forced to accept a harsh treaty without any choice or comment.

*From a British history textbook, published in 1996.*

- (a) (i) Study Source A.

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

- (ii) Study Source B.

How far does this source show that the German anger about the Treaty of Versailles was justified? Explain your answer. [7]

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

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

- (b) (i) Give **two** powers of the German President in the Weimar Constitution. [2]

- (ii) Describe the Spartacist revolt of 1919. [4]

- (iii) Why was there hyperinflation in 1923? [6]

- (iv) How effective was Stresemann in solving Germany's problems by 1929? Explain your answer. [8]

### DEPTH STUDY B: RUSSIA, 1905–1941

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

#### Source A

The reason Trotsky did not attack Stalin was because he did not fear him. Nobody, and him least of all, saw in 1923 Stalin as the menacing and towering figure he was to become. It seemed to Trotsky almost a joke that Stalin, the obstinate and sly but shabby and inarticulate man in the background, should be his rival.

*A Marxist historian, writing in 1959.*

#### Source B

Comrade Stalin, having become Secretary General, has unlimited authority in his hands and I am not sure whether he will always be capable of using that authority with sufficient caution.

Comrade Trotsky, on the other hand, is distinguished not only by his outstanding ability. He is probably the most capable man in the present Central Committee, but he has displayed excessive self-assurance and has concentrated too much on the purely administrative side of the work.

*An extract from Lenin's Political Will, 1922, which was not published in Russia at the time.*

- (a) (i) Study Source A.

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

- (ii) Study Source B.

How far does this source show that Lenin preferred Trotsky as his successor? Explain your answer. [7]

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

Is one of these sources more useful than the other in explaining Stalin's victory in the leadership contest after Lenin's death? Explain your answer. [7]

- (b) (i) What was the gulag? [2]

(ii) Explain the meaning of 'socialism in one country'. [4]

(iii) Why did Stalin introduce the purges of the 1930s? [6]

(iv) How far did the peoples of the USSR benefit from Stalin's rule in the period 1928 to 1941? Explain your answer. [8]

## DEPTH STUDY C: THE USA, 1919–1941

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

## Source A

## HAUNTING HIM



*An American newspaper cartoon of 1937.*

## Source B

The critics of Senator 'Kingfish' Long said that he had made himself virtual dictator of Louisiana but he did give its people good roads, good schools, a fine State university and a balanced budget. He campaigned across America for a 'Share our Wealth Scheme' to guarantee every American family an income of \$5 000 a year and pension schemes. To pay for this he would shrink the fortunes of the rich. By 1935 Long had over 7 million supporters and may have been able to bring about Roosevelt's defeat.

*From an American history textbook.*

**(a) (i)** Study Source A

What can you tell from this source about the relationship between President Roosevelt and the Supreme Court? Support your answer with reference to the source. [6]

**(ii)** Study Source B.

How far does this source show that Huey Long was a popular politician? Explain your answer. [7]

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

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

**(b) (i)** Give **two** examples of New Deal policies which the Supreme Court declared unconstitutional. [2]

**(ii)** What were the aims and outcomes of Roosevelt's 'Packing Plan' for the Supreme Court? [4]

**(iii)** Why did Roosevelt cut government expenditure in 1937? [6]

**(iv)** How far was the New Deal an attack on freedom? Explain your answer. [8]

## DEPTH STUDY D: CHINA, 1945–c.1990

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

## Source A

First soldier: The peasants help us in many ways. During battles they often disarm small groups of the enemy, cut telephone and telegraph wires, and send us news about the movements of the KMT troops. But they never cut our telephone wires; they help us put them up.

Second soldier: When an enemy aircraft crashed against a mountain recently, nobody saw it but a few peasants. They were armed only with spears and spades, but they attacked the aircraft, disarmed the two man crew, and brought them to us.

*An American writer interviewing two Red Army soldiers during the Chinese Civil War.*

## Source B

24 April 1949: The Chinese Communist armies are advancing almost unopposed on the city of Shanghai today in pursuit of the fleeing Nationalist forces. Thousands are fleeing Shanghai by sea and British residents are being advised to prepare for evacuation. The city is closed to streams of refugees from the north, although the atmosphere in Shanghai is reported 'calm – but expectant'. The city is preparing for a siege, with lengthy queues for rice and tinned food.

The Prime Minister, Ho Ying-chin, has repeated his intention of making a stand at Shanghai, although he himself has left for Canton with other members of the government. Leading residents are appealing to the garrison commander not to carry out his intention of 'fighting to the last man'.

*A report in a British newspaper of 1949.*

- (a) (i) Study Source A.

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

- (ii) Study Source B.

How far does this source show that the Nationalists were determined to defend Shanghai? Explain your answer. [7]

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

Is one of these sources more useful than the other in explaining the Red Army's victory in the Chinese Civil War? Explain your answer. [7]

- (b) (i) Give **two** ways in which the USA gave support to the Nationalists after 1945. [2]

(ii) What was the importance of Formosa (Taiwan) to the Nationalists at the end of the Chinese Civil War? [4]

(iii) Why did the Nationalists lose the support of the Chinese people after the Second World War? [6]

(iv) How far was the land issue the most important problem facing the new Chinese Communist government in 1949? 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

Only after 1911 was compensation given for injuries or death in the mines. In 1914 the rates were a maximum of £20 for losing a leg and a maximum of £50 for losing a life. In 1921 there were 637 deaths in accidents in the mines and 3453 deaths from disease among black miners. In 1921 the average pay for a black miner was £30 a year. For a white miner it was £450.

*From a recent British history textbook.*

### Source B

At the end of 1921 the Chamber of Mines announced that two thousand whites were to lose their jobs and would be replaced by Africans. The Mine Workers' Union went on strike, seized the mines and stopped production in the entire Rand mining region for over two months. In March 1922 the government sent 7 000 troops with weapons, tanks and aircraft to end the strike. Almost 250 workers were killed in the fighting and several leaders of the strike were hanged. The job losses went ahead and wages were cut.

*From a South African's memories of the Rand rebellion, published in 1982.*

- (a) (i) Study Source A.

What can you tell from this source about work in the South African mines in the early twentieth century? Support your answer with reference to the source. [6]

- (ii) Study Source B.

How far does this source show that the Mine Workers' Union was powerful? Explain your answer. [7]

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

Is one of these sources more useful than the other as evidence about the mining industry in the early twentieth century? Explain your answer. [7]

- (b) (i) Name **two** of the major political parties in South Africa in the 1920s. [2]

- (ii) What was the Broederbond? [4]

- (iii) Why were black political and labour movements ineffective in the 1920s and 1930s? [6]

- (iv) How far do you agree that all workers in South Africa had benefited from its economic development between 1930 and 1948? 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

Sadat's agreement at Camp David in September 1978 was regarded by Arafat and the PLO as a betrayal of the Arabs. Nationalist anger in Beirut unified the Syrians, Palestinians and Lebanese Muslims. They believed Sadat had committed an act of treason by visiting Jerusalem in 1977. Sadat's decision to go to Jerusalem led to his assassination by one of his own army officers four years later. The Palestinian guerrillas in Beirut celebrated his death with gunfire and flares lighting up the night sky.

*A British journalist, writing in 1990.*

### Source B



*An Arab view of the Camp David Agreement: from the newspaper 'Free Palestine', 1978.*

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the Camp David Agreement was a success? Explain your answer. [7]

(iii) Study **both** sources.

Is one source more useful than the other as evidence of Arab attitudes to the Camp David Agreement? Explain your answer. [7]



- (b) (i)** What is Camp David? [2]
- (ii)** What were the terms of the Camp David Agreement? [4]
- (iii)** Why did Sadat make peace with Israel? [6]
- (iv)** How far did the USA's involvement in the Middle East during the 1970s and 1980s reduce the prospects of peace? 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**

One important effect of the railways is the opportunity given to the humbler classes for recreation. The workers in their overcrowded homes are constantly breathing bad air. But now they have the opportunity of making excursions into the country. A railway train takes masses of people of all ranks and conditions. The rich are brought into contact and talk with the poor. The greater the number of travellers then, the greater the social improvement.

*From an article in a British magazine, published in 1844.*

**Source B**

*Pictures from the Illustrated London News in May 1847, entitled 'On Their Way To Epsom Races By Train. First and Third Class Carriages'.*

- (a) (i) Study Source A.  
What can you tell from this source about early railway travel? Support your answer with reference to the source. [6]
- (ii) Study Source B.  
How far does this source support Source A? Explain your answer. [7]
- (iii) Study **both** sources.  
Is one source more useful than the other as evidence about early rail travel? Explain your answer. [7]
- (b) (i) Name the engineers who built (a) the Stockton-Darlington Railway and (b) the Great Western Railway. [2]
- (ii) What was the purpose of the Parliamentary Trains Act of 1844? [4]
- (iii) Why did companies issue a 'Prospectus' before building a railway? [6]
- (iv) How far was the rapid growth of railways caused by the failure of roads and canals to meet the needs of industry? Explain your answer. [8]

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

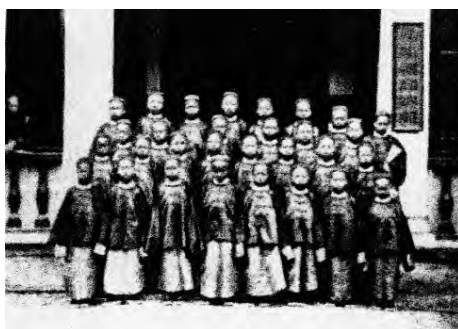
- 8 Study the sources, and then answer the questions which follow.

### Source A

The fact that nowadays powerful neighbours and ruthless enemies look down on us from all sides is actually a blessing for China and not a misfortune. This is just the thing we need to stimulate our determination to make progress, for if we become ashamed at not being as good as the Western nations it may yet be possible for us to do something about it.

*A Chinese journalist, writing in 1880.*

### Source B



*Chinese schoolboys on their way to the USA in 1872.*

### Source C

The Russians are spying on us in the North and the English are peeping at us in the West. The French are staring at us in the South and the Japanese are watching us in the East. Living in the midst of four strong neighbours puts China in imminent peril.

*A leading Chinese reformer, writing in 1898.*

- (a) (i) Study Source A.

What does this source tell you about China in the latter 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 China was threatened by contact with the West? Explain your answer. [7]

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

Is one source more useful than the others as evidence about China in the second half of the nineteenth century? Explain your answer. [7]

- (b) (i) Name **two** countries which held trading rights in China at the end of the nineteenth century. [2]

- (ii) What were the results for China of the Sino-Japanese War of 1894-5? [4]

- (iii) Why did foreign powers attempt to establish themselves in China during the nineteenth century? [6]

- (iv) How far was foreign involvement in China in the nineteenth century good for China? Explain your answer. [8]