



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

**HISTORY**

**0470/04**

Paper 4 Alternative to Coursework

**May/June 2009**

**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 **9** printed pages and **3** blank pages.



**DEPTH STUDY A: GERMANY, 1918-1945**

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

**Source A**

A savage, fascist terror regime is being set up in Germany. Comrades, do not allow the deadly enemies of the German people, the deadly enemies of the workers and poor peasants, of the working people in town and country to carry out their crime.

Out on the streets!  
Bring the factories to a halt!

Reply at once to the vicious attack of the fascists with strikes, with mass strikes, with a general strike!

*A Communist Party leaflet of January 1933.*

**Source B**

The Nazis aimed to turn themselves into a people's party which cut across class barriers. They became the 'catch-all party of protest' by targeting specific social and occupational groups and exploiting their grievances. These included hard-pressed farmers. They also set out to attract young people as well as condemning other political parties. They suggested that the Nazis alone had the ability to build a genuine national community. However, the SDP and its unions offered their members not just political and industrial representation but a whole way of life, including newspapers, libraries, evening classes and sports teams.

*The view of a British historian, 1997.*

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

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

- (ii)** Study Source B.

How far does this source show that the Nazis were successful because they targeted specific social groups? Explain your answer. [7]

- (iii)** Study both sources.

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

- (b) (i)** What was the Enabling Act? [2]

- (ii)** Describe the Reichstag Fire and its effects. [4]

- (iii)** Why did the Night of the Long Knives take place? [6]

- (iv)** 'It was the weakness of the Weimar Government that enabled Hitler to become Chancellor of Germany.' 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**

Week by week food became scarcer. People had to queue for long hours in the chill rain. Think of the poorly clad people standing in the streets of Petrograd for whole days in the Russian winter. I have listened in the bread lines, hearing the bitter discontent which from time to time burst through the miraculous good humour of the Russian crowd.

*An American writer, who lived in Petrograd, describes conditions during 1917.*

**Source B**

The pale figure of Kerensky made its way to the stage. He looked tired and ill. He drew himself up to his full height, as if calling up his last reserves of energy. As he finished his speech, he fell back into the arms of a supporter. Under the lights, his face looked like death. The whole audience cheered itself hoarse. It was an epic performance. The speech had lasted two hours. Its effect on Russia lasted exactly two days.

*A British official in Russia describes a speech made by Kerensky to the Duma in the summer of 1917.*

- (a) (i) Study Source A.

What can you tell from this source about life in Petrograd in 1917? Support your answer with reference to the source. [6]

- (ii) Study Source B.

How far does this source show that Kerensky was effective as a leader? Explain your answer. [7]

- (iii) Study both sources.

Is one of these sources more useful than the other as evidence about Russia in 1917? Explain your answer. [7]

- (b) (i) What were the April Theses? [2]

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

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

- (iv) Who contributed more to the establishment of Bolshevik rule in the period 1917-1924: Lenin or Trotsky? 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 President feels that lynching can only be wiped out by education in the states, rallying good citizens. It would antagonise the South if a Northerner dealt with it. The government has only been allowed to do anything about kidnapping because it can cross state boundaries, but that even may be appealed against as unconstitutional. I am deeply troubled by the whole situation.

*A letter from Eleanor, the wife of President Roosevelt, to a southerner, 1936.*

**Source B**

I asked, 'How much money do you make off your farm in a normal year, Mose?'

He replied, 'Nothing, or almost nothing. If I have enough left over to buy flour and rice through the winter, then I call myself lucky. I ain't made no money farming in ten or fifteen years. The landlord, he gets a quarter of the soy beans and the cotton, a third of the corn and sweet potatoes, and I gets the rest. He provides my house and land and keeps accounts; I provide the seed, fertilizer and plough horses'.

*From an interview with a Southern black farmer by a writer funded by the government, 1938.*

- (a) (i) Study Source A.

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

- (ii) Study Source B.

How far does this source show that black farmers in the South were suffering? Explain your answer. [7]

- (iii) Study both sources.

Is one of these sources more useful than the other as evidence about the Southern states of America in the 1930s? Explain your answer. [7]

- (b) (i) Give **two** examples of difficulties that faced black voters in the 1920s and 1930s. [2]

- (ii) What was the role of the National Recovery Agency of 1933? [4]

- (iii) Why did unemployment continue despite the New Deal? [6]

- (iv) How far do you agree that the Alphabet Agencies had greater economic than social effects? Explain your answer. [8]

## DEPTH STUDY D: CHINA, 1945-c.1990

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

**Source A**

Children in condemned families were supposed to 'draw a line' between themselves and their families, and many did so. One of President Liu Shaoqi's daughters wrote wall posters 'exposing' her father. I knew children who changed their surnames to demonstrate that they were disowning their fathers, others never visited their parents in detention, and some who even took part in denunciation meetings against their parents.

*Taken from a description of the Cultural Revolution by a Chinese woman, who was a teenager at the time. This book was published in the United Kingdom in 1991.*

**Source B**

Mao used the Red Guards as his agents for change during the Cultural Revolution. In 1968, with China on the verge of a civil war, schools were re-opened and the Red Guards disbanded. Anti-Maoists in the government were removed, including Liu Shaoqi. Millions of students were sent to the countryside, and revolutionary committees of the army were established to run the country. The Cultural Revolution was declared over in 1969. Mao was made supreme commander of the army and the nation.

*From an American book, published in 1992.*

- (a) (i) Study Source A.

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

- (ii) Study Source B.

How far does this source show that Mao and his Red Guards benefited from 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) Name **two** groups targeted by the Red Guards during the Cultural Revolution. [2]

- (ii) What was Mao's Little Red Book? [4]

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

- (iv) How far did Mao's death in 1976 lead to an improvement in the lives of the Chinese people? 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**

Our most important principle is that it is dishonourable to mix white and black blood. Earlier civilisations have largely failed because that principle was never recognised, civilising races being rapidly submerged in African blood. The vast majority of the white population in South Africa believe sincerely that Christian principles of honesty, fair play and justice must guide them in their duty to the natives to make a success of our great country. We don't always practise these principles.

*From a speech in Britain by General Smuts, deputy Prime Minister and Minister for the Interior, Defence and Mines of South Africa, 1917.*

**Source B**

By 1919 Indians were no longer allowed into the Orange Free State at all and many in the Transvaal were not allowed citizenship or to own land. The Natal Indian Congress had been set up by Gandhi in 1893 to protest against the proposal to end Indian voting rights in Natal. In 1912 the Supreme Court ruled that Indian marriages were illegal throughout the Union. Gandhi led many non-violent protests, often of women, and thousands of Indian miners went on strike and defied the law. Smuts negotiated with Gandhi and in 1914 the Indian Relief Act accepted the marriages as legal.

*From a British history book, 1987.*

- (a) (i) Study Source A.

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

- (ii) Study Source B.

How far does this source show that the Indian community was able to protect itself against discrimination? Explain your answer. [7]

- (iii) Study both sources.

Is one of these sources more useful than the other as evidence about the nature of white rule in South Africa in the early twentieth century? Explain your answer. [7]

- (b) (i) What was the South African Native National Congress? [2]  
(ii) What was the Mines and Works Act of 1911? [4]  
(iii) Why was the Natives Land Act of 1913 passed? [6]  
(iv) 'White rule was a complete success in South Africa before 1948.' How far do you agree with this statement? 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**

We have nothing for Israel except war, destroying and putting an end to the whole Zionist experience. Our aim is to destroy the myth which says Israel is here to stay. Every one of the hundred million Arabs has been living for the past nineteen years on one hope – to see the day Israel is wiped out. There is no life, no place, no hope for the gangs of Zionism to remain in the occupied land.

*An Arab broadcast on Cairo Radio, May 1967.*

**Source B**

A special study ought to be devoted to the responsibility of Cairo Radio for the disaster which overtook Egypt in 1967. Propaganda was both the source of Nasser's strength and weakness. 'We have been saying things that we did not always mean'. But its main influence was on the Arabs. It raised their expectations to a point where the promises had to be fulfilled.

*From an American political writer, published in 1968.*

- (a) (i) Study Source A.

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

- (ii) Study Source B.

How far does this source show that Nasser's use of propaganda was an error? Explain your answer. [7]

- (iii) Study both sources.

Is one source more useful than the other as evidence about Arab attitudes towards Israel? Explain your answer. [7]

- (b) (i) Name the **two** Arab countries, other than Egypt, involved in the war of 1967. [2]

- (ii) What happened when President Nasser closed the Straits of Tiran? [4]

- (iii) Why did President Nasser go to war with Israel in 1967? [6]

- (iv) How important was the role of the superpowers and other non-combatant nations in the Six Day War? 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 formation of our union was the beginning of what was termed the 'New Unionism'. It was the result of long years of Socialist propaganda amongst the underpaid and oppressed workers. Politics had been preached to them but we offered them something real, a definite, clearly-lit road out of their misery. A trade union would improve their wages and conditions and protect them from the tyranny of employers.

They came in thousands. Within six months we had over 20 000 members in different parts of the country. We showed the way to the dockers and other unskilled workers. Our example and our success gave them hope.

*Will Thorne, in his memoirs published in 1924, recalls his organisation of the gas workers' union (which also included men from other unskilled jobs) in 1889.*

**Source B**

They are not fighting for legitimate trade unionism, but for Socialism disguised under that name and I believe that Socialism can be proved to be the heart of present day trade unionism. This sort of trade unionism must be got rid of or the honesty of our working people and the prosperity of our country will disappear. Surely free Britain is not likely to tolerate them for ever. Much mischief, however, will be done in the meantime. Socialism shall not rule us even if trade unionism has to go under in the fight.

*From a letter to The Times newspaper in 1897 during an engineering strike. It was written by an official of the South Metropolitan Gas Company.*

- (a) (i) Study Source A.

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

- (ii) Study Source B.

How far does this source show that trade unions were working for Socialism? Explain your answer. [7]

- (iii) Study both sources.

Is one source more useful than the other as evidence about the impact of 'New Unionism'? Explain your answer. [7]

- (b) (i) What was 'peaceful picketing'? [2]

- (ii) Describe the Great Dock Strike of 1889. [4]

- (iii) Why were there no effective trade unions for unskilled workers before the late 1880s? [6]

- (iv) How far had trade unions achieved their aims by 1900? Explain your answer. [8]



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

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

### Source A

For forty years after 1860 Britain dominated China's commerce. In 1895 Britain enjoyed two-thirds of all China's foreign trade. Opium remained the most important of China's imports, with Lancashire cotton goods in second place. As well as having a near-monopoly of China's markets, Britain had a stranglehold on the Chinese customs service. This had passed under foreign control in 1853 as an emergency measure, and twenty years later the entire Chinese customs service was managed by Europeans, more than half of which were British.

*From a recent British history book.*

### Source B

Our victory opened up a new world to our trade with China, so vast that all the mills in Lancashire could not make sufficient cloth for one of its provinces.

*A diplomat returning from China after the First Opium War (1839-1842), speaking to an audience in Manchester.*

### Source C

The introduction of foreign goods has had a similar effect to that which it formerly had on Persia and India. In China the spinners and weavers have suffered greatly under this foreign competition and the community has become unsettled as a result.

*Karl Marx, a German political thinker and founder of modern Communism, writing in 1853.*

- (a) (i) Study Source A.  
What does this source tell you about British influence in China by the end of the nineteenth century? Support your answer with reference to the source. [6]
- (ii) Study Sources B and C.  
How far are these sources opposed to imperialism? Explain your answer. [7]
- (iii) Study all sources.  
How useful are these sources as evidence about British involvement in China in the nineteenth century? Explain your answer. [7]
- (b) (i) What were the 'unequal treaties'? [2]
- (ii) Describe the main events of the two Opium Wars. [4]
- (iii) Why was China defeated by Japan in 1894–5? [6]
- (iv) How far were the actions of European countries harmful to China in the nineteenth century? Explain your answer. [8]





## BLANK PAGE

---

*Copyright Acknowledgements:*

- Depth Study A Source A © History at Source, Nazi Germany 1933–45; p.8; Hodder & Stoughton; 1991.  
 Depth Study A Source B © Alan White; The Weimar Republic; Harper Collins; 1997.  
 Depth Study B Source A © Ben Walsh; GCSE Modern World History; p.113; John Murray Publishers; 2001.  
 Depth Study B Source B © Clare Baker; Russia 1917–1945; p.14; Heinemann Educational; 1990.  
 Depth Study C Source A © A letter from Eleanor, the wife of President Roosevelt, to a southerner; 1936.  
 Depth Study C Source B © An interview with a Southern black farmer by a writer funded by the government; 1938.  
 Depth Study D Source A © Jung Chang; Wild Swans; p.483; Harper Collins; 1991.  
 Depth Study D Source B © Robert Stewart; The Illustrated Almanac of Historical Facts; p266; Prentice Hall; 1992.  
 Depth Study E Source A © A speech in Britain by General Smuts, Deputy Prime Minister and Minister for the Interior, Defence and Mines of South Africa; 1917.  
 Depth Study E Source B © J D Omer-Cooper; History of Southern Africa; pp.163–4; James Currey; 1994.  
 Depth Study F Source A © J. Bowen; Six Days; p.70; Simon & Schuster; 2003.  
 Depth Study F Source B © W. Lacquer & S J Perkins; The Road to War 1967; Weidenfield & Nicholson; 1968.  
 Depth Study G Source A © L. Evans British Trade Unionism 1850–1914; p.40; Edward Arnold London; 1970.  
 Depth Study G Source B © L. Evans British Trade Unionism 1850–1914; p.48; Edward Arnold London; 1970.  
 Depth Study H Source A © J Roberts; Modern China; p.36; Sutton Publishing Ltd; 1998.  
 Depth Study H Source B © J Roberts; Modern China; p.92; Sutton Publishing Ltd; 1998.  
 Depth Study H Source C © L James; Rise and Fall of the British Empire; p.140; Little Brown & Co; 1995.

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.