

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

**HISTORY**

**0470/04**

Paper 4 Alternative to Coursework

May/June 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 **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**

We gained 52 per cent of the vote in the March elections. This government will not be satisfied with only that 52 per cent and the need to terrorise the remaining 48 per cent, but will see its immediate task as winning over that remaining 48 per cent.

It will not be enough merely to tolerate this regime. We will demand support.

*Goebbels, at his first press conference on becoming Minister for Propaganda, March 1933.*

**Source B**

The German people are so open to propaganda that they can forget the less pleasant aspects of Nazi rule. A systematic campaign of propaganda has been introduced to break down resistance and to strengthen the enthusiasm of those already converted to the new order. With steam-roller effectiveness, the activity of the Ministry of Propaganda has reached out into every corner of the Reich, into every walk of life. Nevertheless, not all German people are so easily persuaded to believe in Hitler's policies.

*The US Ambassador to Germany, writing in 1936.*

- (a) (i) Study Source A.

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

- (ii) Study Source B.

How far does this source show that propaganda was accepted by the German people? Explain your answer. [7]

- (iii) Study both sources.

Is one of these sources more useful than the other as evidence about how the Nazis controlled the German population? Explain your answer. [7]

- (b) (i) Give **two** methods of repression the Nazis used to control the population. [2]

- (ii) Describe how Goebbels controlled the mass media. [4]

- (iii) Why was radio broadcasting particularly important to Goebbels? [6]

- (iv) Which was the more effective in giving the Nazis control over the German people: repression or propaganda? Explain your answer. [8]

**DEPTH STUDY B: RUSSIA, 1905-1941**

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

**Source A**

For us there cannot exist the old systems of morality invented by the bourgeoisie for the purpose of oppressing the 'lower classes'. Our morality is new, for it rests on the bright idea of destroying all oppression. To us, everything is permitted, for we are the first in the world to raise the sword in the name of freeing everybody. Blood? Let there be blood if it will save us from the old regime.

*From an article by Lenin in The Red Sword, a weekly magazine of the Cheka (secret police), 1919.*

**Source B**

Lenin was first and foremost a professional revolutionary. He had no other occupation. A man of iron will and ambition, he was absolutely ruthless and used ordinary people as tools to achieve his aims. Short and sturdy with a bald head, small beard and deep-set eyes, he looked like a small tradesman. When he spoke, his ill-fitting suit, his crooked tie, his ordinary appearance swayed the crowd in his favour. 'He is not one of the upper classes, he is one of us', they would say.

*A British newspaper, writing about Lenin after his death in 1924.*

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

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

**(ii)** Study Source B.

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

**(iii)** Study both sources.

Is one of these sources more useful than the other in explaining why Lenin was able to become leader of Russia? Explain your answer. [7]

**(b) (i)** Give **two** groups which were the main opponents of the Bolsheviks during the Civil War. [2]

**(ii)** Describe the 'Red Terror'. [4]

**(iii)** Why did the Red Army win the Civil War? [6]

**(iv)** How successful was Lenin in the period 1917 to 1924? Explain your answer. [8]

**DEPTH STUDY C: THE USA, 1919-1941**

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

**Source A**

When the earth to plough or guns to bear

I was always there – right on the job.

They used to tell me I was building a dream

With peace and glory ahead –

Why should I be standing in line

Just waiting for bread?

Brother, can you spare a dime?

*From a best-selling song written in 1930, which Republicans tried to ban from the radio in 1932.*

**Source B**

In 1929, 3 per cent of the American workforce was unemployed. By 1932, it was almost 25 per cent – that meant 13 million people had no job. In one town in Pennsylvania, out of a population of 13 000, only 277 had a job. In some coal-mining areas there was no work at all. Even for those who still had a job, wages were often reduced as employers were desperate to cut costs to stay in business. The situation was even more desperate in agriculture.

*From a British textbook on American history, written in the 1990s.*

- (a) (i) Study Source A.

What can you tell from this source about attitudes towards unemployment in the 1930s? Support your answer with reference to the source. [6]

- (ii) Study Source B.

How far does this source show that unemployment was widespread in the USA by 1932? Explain your answer. [7]

- (iii) Study both sources.

Is one of these sources more useful than the other as evidence about America's economic problems in 1932? Explain your answer. [7]

- (b) (i) What were Hoovervilles? [2]

- (ii) Describe the measures taken by Hoover to deal with the effects of the Wall Street Crash. [4]

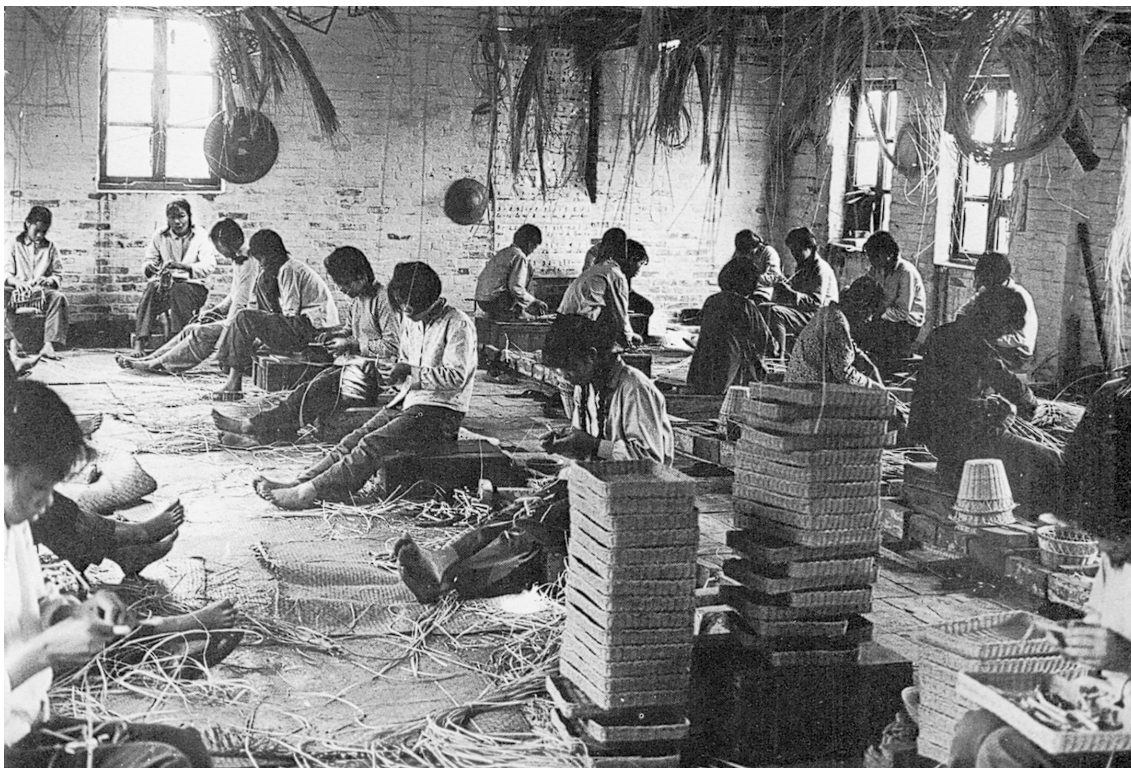
- (iii) Why was Hoover's government slow to take action to deal with the effects of the Depression? [6]

- (iv) How far was Roosevelt responsible for the 1932 Presidential election result? Explain your answer. [8]

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

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

## Source A



*Photograph of a basket workshop in a commune, about 1960, published in a British magazine.*

## Source B

The communes began to struggle because of the incredible haste with which they were established. There was a lack of preparation. There was the lack of incentives. There was the threat to home life before a broad community life had been fully established to replace it. Enormous technical responsibility and initiative were demanded from inexperienced and poorly-trained cadres. When unbelievably bad weather was added to the withdrawal of Soviet support, the communes failed very quickly.

*An American author who lived and worked in China in the 1950s.*

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the Chinese government was responsible for the failure of the communes? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other in showing life in China during the Great Leap Forward? Explain your answer. [7]

- (b) (i)** Give **two** ways in which co-operative farms differed from collective farms. [2]
- (ii)** In what ways did women benefit from the Communist government's social legislation? [4]
- (iii)** Why was the Hundred Flowers Campaign abandoned in 1957? [6]
- (iv)** 'The main reason for the failure of the Great Leap Forward was the withdrawal of Soviet support'. How far do you agree with this statement? 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

During the Second World War (1939-1945) the Pass Laws were made easier to allow African workers to move to urban areas. On the Rand, townships grew rapidly with shanty houses using every tiny space. Working conditions in industry improved a lot and black wages rose by 50 per cent between 1940 and 1946.

*From a South African history book, written in the 1990s.*

### Source B

In 1942 the government banned all strikes by Africans but set up an investigation into mineworkers' conditions and wages. In 1946 its report said that as their families produced their own food in the reserves, the mineworkers' wages were only pocket money so they did not need to be raised. The African Mineworkers' Union went on strike and brought the entire gold-mining industry to a halt, but the mineworkers were soon forced back to work at gunpoint.

*From a British history book, written in 1994.*

- (a) (i) Study Source A.

What can you tell from this source about the effects of the Second World War on African workers? Support your answer with reference to the source. [6]

- (ii) Study Source B.

How far does this source show the power of the African mineworkers in the 1940s? Explain your answer. [7]

- (iii) Study both sources.

Is one of these sources more useful than the other as evidence about the government's attitude towards African workers? Explain your answer. [7]

- (b) (i) Give **two** of the terms of the Pass Laws by 1952. [2]

- (ii) What was the purpose of the 1950 Population Registration Act? [4]

- (iii) Why did Malan's government enforce apartheid after 1948? [6]

- (iv) How far do you agree that the Defiance Campaign of 1952 was a success? Explain your answer. [8]

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

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

### Source A

Black September's operation planned to take Israeli hostages to secure the release of two hundred PLO prisoners in Israel. The hostages were Israeli athletes and they were taken in Munich, at the Olympic Games, thus guaranteeing a live worldwide television audience for the drama. The operation would not have been possible without the support and facilities provided by one Arab government.

*From a British biography of Yasser Arafat, published in 1994.*

### Source B

Palestinian attacks on Israeli civilians are intended to terrorise Israelis. Similarly, Israeli reprisal raids on Lebanese villages are intended to terrorise the local Lebanese into ejecting the PLO from their area. Once we use the word terrorism in this context, either an Arab or an Israeli emerges demanding to know why we do not describe the other side as terrorists. However, both sides believe their actions are justifiably taken in self-defence.

*From 'Pity the Nation', a book written in 1990 by a British journalist working in Lebanon.*

- (a) (i) Study Source A.

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

- (ii) Study Source B.

How far does this source show that both sides wanted to use terrorism? Explain your answer. [7]

- (iii) Study both sources.

Is one of these sources more useful than the other as evidence about terrorism in the Middle East conflict? Explain your answer. [7]

- (b) (i) Name **two** Jewish groups regarded as terrorists by the British during the Mandate period. [2]

- (ii) Describe the help given by the United Nations to the Palestinians. [4]

- (iii) Why did the Palestinians want Israel expelled from the United Nations? [6]

- (iv) 'During the 1970s and the 1980s, neither the Israelis nor the Palestinians wanted a peace settlement.' 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

During this week I have witnessed the most open intimidation practised by the men on strike. There were howling crowds going from dock to dock and warehouse to warehouse, stopping business and threatening vengeance on all who did not come out on strike.

*From a letter to The Times during the London Dock Strike of 1889.*

### Source B

I have been impressed by the honesty and moderation of the strikers throughout the strike. I saw no drunken striker in any procession and I heard no one asking for charity. I rejoice that organised labour has shown its strength against the forces of capitalism. How small a chance the oppressive employers have against a determined combination of workers!

*John Burns, one of the strikers' leaders, reviewing the London Dock Strike in October 1889.*

### Source C

In April 1898 the miners in South Wales went on strike. Troops were sent to the area but, despite minor incidents, there was no real unrest. The strike lasted until September when, after five months of hardship, the men returned to work, largely on the mineowners' terms.

*From a modern book about trade unions.*

- (a) (i) Study Source A.

What impressions does this source give you of the London Dock Strike of 1889? Support your answer with reference to the source. [6]

- (ii) Study Sources A and B.

How far does Source B prove that Source A was wrong? Explain your answer. [7]

- (iii) Study all the sources.

Is one source more useful than the others as evidence about trade unions in the late nineteenth century? Explain your answer. [7]

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

- (ii) What was meant by 'new unionism' in the last decade of the nineteenth century? [4]

- (iii) Why were most unskilled workers without trade unions until the last years of the nineteenth century? [6]

- (iv) 'Between 1850 and 1914, trade unions were restricted more by the law courts than by the actions of employers.' Do you agree? 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**

Leopold of Belgium has brought together adventurers, traders, and missionaries of many races into one band of men. Under the leadership of H M Stanley, the famous explorer, they will carry into the interior of Africa new ideas of law, order, humanity and the protection of natives.

*Extract from a British newspaper, 1884.*

**Source B**

We got no pay. We got nothing. It used to take 19 days to get the 20 baskets of rubber they demanded. When we failed and our rubber was short, the soldiers came to our towns and killed us. Many of our people were shot, some had ears cut off. The white men at their colonial posts sometimes did not know of the bad things the soldiers did to us, but it was the white men who sent the soldiers to punish us for not bringing in enough rubber.

*A native of the Congo talking to an interviewer in 1903.*

- (a) (i) Study Source A.

What does this source tell you about the aims of European imperialism in the nineteenth century? Support your answer with reference to the source. [6]

- (ii) Study Source B.

How far does Source B prove that the aims of the imperialists in Source A were not carried out? Explain your answer. [7]

- (iii) Study both sources.

Is one source more useful than the other as evidence about European imperialism in the nineteenth century? Explain your answer. [7]

- (b) (i) Name one German and one Portuguese colony in Africa in the nineteenth century. [2]

- (ii) What was 'indirect rule'? [4]

- (iii) Why was the Berlin Conference of 1884/5 held? [6]

- (iv) How true is it to say that the Europeans governed their colonies well in the nineteenth century? Explain your answer. [8]



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