



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

---

**HISTORY**

**0470/04**

Paper 4 Alternative to Coursework

**May/June 2008**

**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 **13** 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**

Youth is still in favour of the system: the novelty, the drill, the uniform, the camp life. Many believe that they will find job opportunities through the persecution of the Jews and Communists. For the first time the state controls the young people in the countryside through the SA and the Hitler Youth. The new generation has never had much use for education and reading. Now nothing is demanded of them; on the contrary, knowledge is publicly condemned. They are so fanatical that they believe in nothing but their Hitler.

*From reports by the Social Democratic Party in exile, 1934.*

**Source B**

There were boys from all classes of families, though mainly middle class and workers. There were no social or class distinctions, which I approved of very much. There was no direct political indoctrination until later after Hitler came to power. We did march in parades and hated the SPD but that was all part of it. When I became a leader, I found the absolute obedience unpleasant, and found that people were expected not to have a will of their own.

*From recollections of Hitler Youth members.*

- (a) (i) Study Source A.

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

- (ii) Study Source B.

How far does this source show that young people were strong supporters of the Nazi Party? Explain your answer. [7]

- (iii) Study both sources.

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

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

- (ii) Describe Nazi policies towards women in Germany. [4]

- (iii) Why did Hitler introduce a new curriculum in schools? [6]

- (iv) How successful was the Nazi Government in its control of German society after 1933? Explain your answer. [8]

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

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

**Source A**

We were constructing an army all over again and fighting at the same time. What was needed for this? It needed good commanders – a few dozen experienced fighters, a dozen or so Communists ready to make any sacrifice. Boots for the bare-footed, a bath house, propoganda, food, underwear, tobacco and matches were needed for the troops.

*Trotsky writing about the creation of the Red Army.*

**Source B**

Trotsky took a practical approach. He appointed former army officers who were willing to serve in the Red Army because their skills were vital. He resorted to conscription because a larger army was needed to defeat the Whites. Trotsky recognised that the morale and loyalty of the army was as essential as its skills and size. The core of the army always consisted of dedicated volunteers. The appointment of party members at every level encouraged dedication to the cause. Harsh discipline was used to make sure the troops stayed loyal.

*From a British history book, 1990.*

- (a) (i) Study Source A.

What can you tell from this source about the early days of the Red Army? Support your answer with reference to the source. [6]

- (ii) Study Source B.

How far does this source show that members of the Red Army were supporters of the Bolshevik cause? Explain your answer. [7]

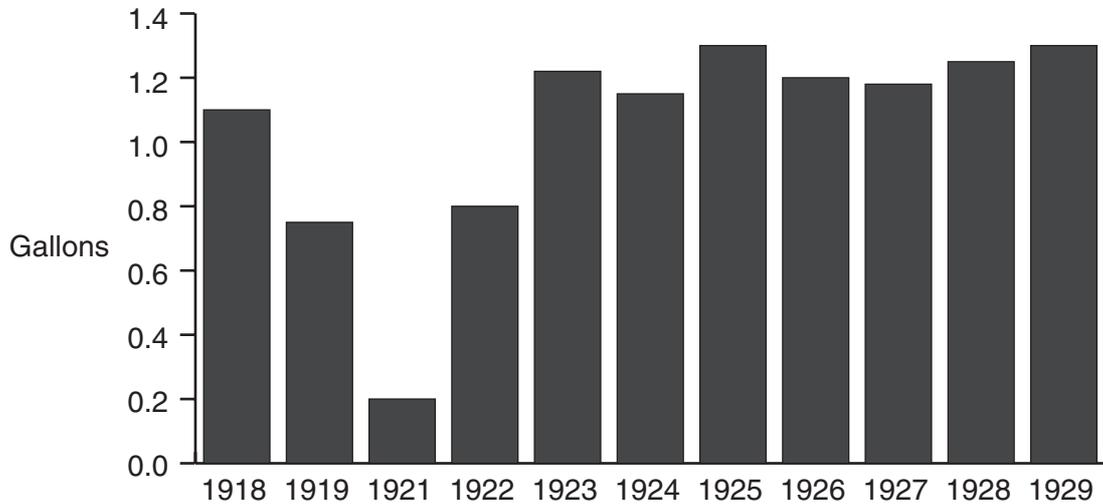
- (iii) Study both sources.

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

- (b) (i) Name **two** countries which sent troops against the Bolsheviks in the Russian Civil War. [2]
- (ii) What were the main terms of the Treaty of Brest-Litovsk, 1918? [4]
- (iii) Why did Lenin introduce War Communism? [6]
- (iv) How far was Trotsky's leadership the reason for the Bolshevik victory in the Russian Civil War? Explain your answer. [8]

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

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

**Source A**

*Statistics on consumption of alcoholic beverages per head in the USA, published by a New York university in 1932.*

**Source B**

The 18<sup>th</sup> Amendment and the Volstead Act were enforced in the United States wherever they had popular support. In the rural South and West, Prohibition was effective and in some cases still is but it has been said that the only effect of Prohibition was to replace good beer with bad gin. In 1931 a Federal Commission showed that in the big cities the law was openly defied and in the smaller towns, populated by miners and industrial workers, the law was simply ignored. The federal government never had more than 2500 agents enforcing the law. In one year in New York 7000 arrests for liquor violations resulted in 17 convictions.

*A view of Prohibition published by an American Church in 1962.*

(a) (i) Study Source A.

What can you tell from this source about the effects of the introduction of Prohibition in 1920? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that Americans opposed Prohibition? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name **two** areas from which alcohol was smuggled into the United States. [2]

(ii) What were speakeasies? [4]

(iii) Why did many Americans support Prohibition? [6]

(iv) 'Americans benefited from the Roaring Twenties.' Do you agree? Explain your answer. [8]

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

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

**Source A**

In the long term, the Great Leap Forward meant that China could feed its population without famine. The communes had proved to be a successful innovation. They were much more than collective farms – they were an efficient unit of local government and they enabled Beijing to keep in touch with local opinion. The communes seemed to be the ideal solution to the problems of running a vast country while at the time avoiding the over-centralisation that limits local initiatives.

*From a British history book, 1997.*

**Source B**

Trucks used to turn up at the compound carrying grinning peasants coming to report on some fantastic, record-breaking achievement. One day it was a monster cucumber half as long as a truck. Another time it was a tomato carried with difficulty by two children. On another occasion it was a giant pig squeezed into a truck. The peasants claimed they had bred an actual pig this size. The pig was only made of papier-mâché but as a child I imagined it was real. People had learned to defy reason and live with acting.

*From a Chinese writer's account of life during the Great Leap Forward, given in 1991.*

- (a) (i) Study Source A.

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

- (ii) Study Source B.

How far does this source show that the Great Leap Forward was a success? Explain your answer. [7]

- (iii) Study both sources.

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

- (b) (i) What were the 'barefoot doctors'? [2]

- (ii) Describe how a collective farm was organised. [4]

- (iii) Why did Mao Zedong introduce the Hundred Flowers campaign in 1956 and abandon it in 1957? [6]

- (iv) How far did the Communist Government improve the lives of Chinese people between 1949 and 1960? 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

An English school textbook published in 1914 said, 'During the later stages of the war the families, women and children of those Boers still fighting were fed and cared for in refugee camps at British expense. This method, though humane, postponed the end of the war, at the expense of many valuable lives and money.' How very generous of the British to care for those whose houses, whose crops and whose animals they destroyed!

*From an Afrikaans website, 2005.*

### Source B

To end the war Boers agreed to lay down their weapons and accept the British king as their sovereign. The British agreed that no Boer would lose his freedom or property. Dutch as well as English would be taught in schools. No special taxes would be imposed in South Africa to pay for the war and the British would give £3000 000 to restore the country. It was also agreed that there would be no vote for the Bantu or Coloureds until there was a representative government.

*From a British history of the Second Anglo-Boer War (1899-1902), published in 1977.*

- (a) (i) Study Source A.

What can you tell from this source about the later stages of the Second Anglo-Boer War? Support your answer with reference to the source. [6]

- (ii) Study Source B.

How far does this source show that the British won the Second Anglo-Boer War? Explain your answer. [7]

- (iii) Study both sources.

Is one of these sources more useful than the other as evidence of the effects on the Boers of the Second Anglo-Boer War? Explain your answer. [7]

- (b) (i) Name **two** Boer military leaders in the Second Anglo-Boer War. [2]

- (ii) What were blockhouses and how did the British use them? [4]

- (iii) Why did many non-whites oppose the formation of the Union of South Africa in 1910? [6]

- (iv) 'From 1880 to 1914 economic changes had far greater impact on the African peoples than the conflicts between the British and the Boers.' How far 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**

Jewish immigration figures to Palestine, 1931-1939.

Year	Number of immigrants
1931	4 075
1932	9 553
1933	30 327
1934	42 359
1935	61 854
1936	29 727
1937	10 536
1938	12 868
1939	16 405
Total	217 704

*Figures taken from the ESCO foundation – an organisation working for a Palestinian state shared by Jews and Palestinians, published in 1947.*

**Source B**

When Britain refused to let the Jews come to the Promised Land in 1945/6 they attacked British soldiers inside Palestine. They whipped up international sympathy by chartering some old merchant ships and filling them up with Jewish Mislplaced Persons. They then defied the British blockade. The world was therefore deeply shocked when the British turned away a ship, the Exodus, packed with 4500 Jews who had survived the Nazi death camps and now had to live as stateless people in the depths of Europe. Some of the old merchant ships were also sunk by the British.

*A summary of events, quoted by a British historian in 1987.*

**Source C**

While in Jerusalem I learned that a boat called the Exodus had attempted to deliver 4500 Jewish refugees – including 600 children, mostly orphans – but was attacked by five British destroyers and a cruiser. When the Exodus entered harbour it looked like a matchbox splintered by a nutcracker.

*An American journalist writing in 1947.*

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

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

**(ii)** Study Sources B and C.

How far do these sources show that Britain had little chance of preventing Jewish immigration into Palestine? Explain your answer. [7]

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

Is one of these sources more useful than the others as evidence about Jewish immigration into Palestine? Explain your answer. [7]

**(b) (i)** What was the League of Nations mandate over Palestine? [2]

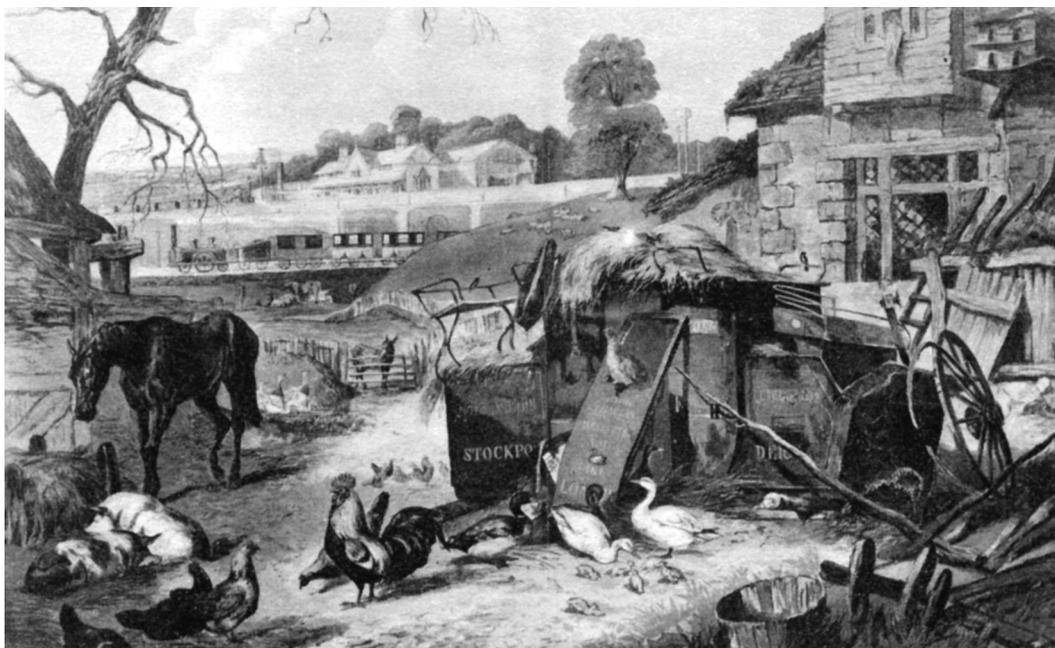
**(ii)** What problems did the British government face in Palestine in the 1940s? [4]

**(iii)** Why did the United Nations Organisation draw up a partition plan for Palestine in 1947? [6]

**(iv)** 'The main reason for the birth of the state of Israel was British weakness.' 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 painting of 1850 called 'Past and Present Through Victorian Eyes'.*

**Source B**

The census of 1851 listed 34 306 railway labourers and 14 559 railway officers, clerks and stationmasters. There were also 29 408 horse-keepers, 56 981 carriers and carters, and 16 836 non-domestic coachmen, guards and postboys – not to mention those who maintained and drove the tens of thousands of private carriages and the large numbers of coach-builders, wheelwrights, blacksmiths and saddlers.

*From a British history book of 1987.*

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

What impressions does this source give you about transport in 1850? Support your answer with reference to the source. [6]

**(ii)** Study Source B.

How far does this source show that railways were less important than roads as a means of transport in the mid-nineteenth century? Explain your answer. [7]

**(iii)** Study both sources.

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

**(b) (i)** Where and when was the first public commercial railway opened? [2]**(ii)** Describe the benefits to agriculture of the coming of the railways. [4]**(iii)** Why did railways overtake canals in the nineteenth century as the main form of freight transport? [6]**(iv)** How far was the development of railways in the nineteenth century welcomed? 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**

All the powers promise to watch over the preservation of native tribes, and to care for the improvement of conditions of their moral and material well-being and to help in the suppressing of slavery and the slave trade. They shall protect all religious, scientific, or charitable institutions which aim at instructing the natives and clearly showing them the advantages of civilisation. Christian missionaries, scientists and explorers shall be given special protection.

*From the terms agreed at the Berlin Conference of 1884-5.*

**Source B**

I go back to Africa to try to open a path for commerce and Christianity. Will you carry on the work which I have begun?

*Dr. Livingstone in a speech at Cambridge University in 1857.*

**Source C**

Of the Europeans that scrambled for control of Africa at the end of the nineteenth century, Belgium's King Leopold left possibly the most horrid legacy of all. While Great Powers competed for territory elsewhere, Leopold carved his own private colony out of the Central African rainforest. He claimed he was doing it to protect the natives from Arab slavers and to open the heart of Africa to Christian missionaries. Instead he turned his 'Congo Free State' into a massive labour camp, made a fortune from wild rubber and contributed in a large way to the deaths of perhaps 10 million innocent people.

*Former BBC correspondent to Central Africa, 2005.*

(a) (i) Study Source A.

What can you tell from this source about the aims of the European Powers at Berlin in 1884-5? Support your answer with reference to the source. [6]

(ii) Study Sources B and C.

How far do these sources show that Europeans wanted to exploit Africans? Explain your answer. [7]

(iii) Study all the sources.

Is one of these sources more useful than the others about the aims and achievements of European Powers in Africa in the late-nineteenth century? Explain your answer. [7]

(b) (i) Name **two** areas of Africa colonised by Germany in the late-nineteenth century. [2]

(ii) Describe **one** incident of colonial rivalry in Africa between European nations before 1914. [4]

(iii) Why was there a conference in Berlin in 1884-5? [6]

(iv) 'The main reason for European imperialism in Africa was to bring the benefits of Christianity to Africans.' Do you agree? Explain your answer. [8]





## BLANK PAGE

---

**Copyright Acknowledgements:**

Question 2 Source B	© From <i>Russia, 1917-41</i> by Clare Baker. Reprinted by permission of Harcourt Education.
Question 4 Source A	© Norman Lowe; <i>Mastering Modern World History</i> ; Palgrave Macmillan; 1997.
Question 4 Source B	Reprinted by permission of HarperCollins Publishers Ltd © Jung Chang, 1993.
Question 5 Source A	© <a href="http://www.boer.co.za">www.boer.co.za</a>
Question 5 Source B	© Byron Farwell; <i>The Great Boer War</i> ; Wordsworth Editions Ltd; 1999.
Question 6 Source A	© <a href="http://www.unu.edu/unupress/unupbooks/80859e/80859E05.htm">www.unu.edu/unupress/unupbooks/80859e/80859E05.htm</a>
Question 6 Source B	© Brian Catchpole; <i>History: World History Since 1914 Syllabus 1</i> ; Pan Books; 1987.
Question 7 Source B	© Trevor May; <i>An Economic and Social History of Britain, 1760-1990</i> ; Longman; 1996.
Question 8 Source C	© <a href="http://www.bbc.co.uk">www.bbc.co.uk</a>

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.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.