UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

HISTORY **0470/42**

Paper 4 Alternative to Coursework **May/June 2010**

1 hour

Additional Materials: Answer Booklet/Paper

7690363489

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 **11** printed pages and **1** blank page.

© UCLES 2010

DEPTH STUDY A: GERMANY, 1918–1941

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

Source A

I have asked His Majesty to bring those people into the government who are largely responsible for things having turned out as they have. We shall, therefore, see these gentlemen enter the ministries, and they must now make the peace that has to be made. They must now eat the soup that they have served us!

Ludendorff speaking to the Army High Command, October 1918.

Source B

In late September 1918 Germany's army chiefs advised the Kaiser to negotiate for peace. By the end of October a 'revolution from above' had taken place in Germany. The monarchy had become a constitutional one, losing any real power. This change was not a result of pressure from the German people but solely in the interests of the High Command. On 2 November what might have been a successful 'revolution from below' began in Kiel when a mass meeting of twenty thousand workers and sailors, who had refused to obey naval officers' orders, agreed to set up their own council or soviet. Within seven days the whole country was effectively in the hands of workers' and soldiers' councils calling for Germany to become a republic. 9 November was an eventful day: the Kaiser fled to Holland; the five week old multi-party government ended when Prince Max of Baden handed over power to a six-man moderate socialist government headed by the SPD's leader, Ebert; thirdly, Germany was declared a republic. Two days later an armistice was agreed.

From a British history of the Weimar Republic, 1997.

(a) (i) Study Source A.

What can you tell from this source about Germany's military leaders? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that Germany's government had collapsed in November 1918? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about the challenges faced by the government of the new Republic? Explain your answer. [7]

(b) (i) Name **two** European territories that Germany lost in the Treaty of Versailles. [2]

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

(iii) Why were the Freikorps important? [6]

(iv) 'Weimar governments were remarkably successful in their handling of Germany's difficulties up to 1929.' How far do you agree with this statement? Explain your answer. [8]

© UCLES 2010

DEPTH STUDY B: RUSSIA, 1905–1941

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

Source A

The economic condition of the masses is worse than terrible. The impossibility of buying many food products and necessities and the increasing incidence of disease due to malnutrition and terrible living conditions – cold and dampness because of lack of coal and wood – have made the workers ready for a hunger riot.

From a secret police report about Petrograd, 1916.

Source B

The First World War played a crucial part in the fall of the Tsar. Russia's shattering defeats, and the enormous loss of life among soldiers, were blamed on the Tsar, who had made himself Commander-in-Chief in 1915. The Tsar lost the confidence and support of the army. The middle classes were disgusted by the defeats and the incompetence of the Tsarina. The workers were tired of shortages and angry at the enormous price rises that threatened them with starvation.

A British historian writing in 1997.

(a) (i) Study Source A.

What can you tell from this source about living conditions in Petrograd in 1916? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that military defeats were the cause of the fall of Tsar Nicholas II in 1917? Explain your answer. [7]

(iii) Study both sources.

Is one source more useful than the other as evidence about the fall of Tsar Nicholas II in 1917? Explain your answer. [7]

(b) (i) Give **two** features of the July Days. [2]

(ii) Who was Rasputin? [4]

(iii) Why did the Kornilov Affair damage the Provisional Government? [6]

(iv) How far were the issues of 'Land and Bread' responsible for the overthrow of the Provisional Government in November 1917? Explain your answer. [8]

© UCLES 2010

DEPTH STUDY C: THE USA, 1919–1941

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

Source A

In my youth I knew women who hid their college degrees as if they were one of the seven deadly sins. The men at the head of business or controlling politics are for the most part middle-aged. Their wives accept that men discuss politics over their wine or cigars, and on joining the ladies, talk of music, or the theatre or the latest scandal. Can you blame either the men or the women if the adjustment to modern conditions is somewhat difficult?

Eleanor Roosevelt talking about women and politics, 1929.

Source B

Most of the leaders who carried the fight for the vote to success in 1920 then dropped out of politics. This was unfortunate as they were exceptional women, idealists with no idea of personal advancement or gain. In fact, attaining the vote was only part of the programme for equal rights – toward economic independence, and social and spiritual equality with men. When the franchise was finally achieved, their interest was not held by any ambition for political office or honours. Some now help finance and support the campaign for world peace. The trouble with many women is that they won't work. They won't take up their jobs as men do and put in seven or eight real working hours a day. They lack knowledge, and many won't make the effort to study history, economics, political methods or get out among human beings. If they take a volunteer practical job, it is a thing of constant interruptions, with no sense of concentration, business efficiency or order.

A leading American politician in a campaign speech, 1938.

(a) (i) Study Source A.

What can you tell from this source about women in the 1920s? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that women had made political progress in the 1920s and 1930s? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about changes in attitudes towards women in this period? Explain your answer. [7]

(b) (i) Give **two** types of people who were not allowed to migrate to the United States by the 1920s. [2]

(ii) What were the aims of the Ku Klux Klan? [4]

(iii) Why were immigration quotas set in the 1920s? [6]

(iv) 'It was black Americans who suffered most from the intolerance of American society in the 1920s.' How far do you agree with this statement? Explain your answer. [8]

© UCLES 2010

DEPTH STUDY D: CHINA: 1945–c.1990

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

Source A

Everybody was going to be looked after by the commune and the state. The peasants went into the canteen every day after work and ate to their hearts' content, which they had never been able to do before, even in the best years and in the most fertile areas. They consumed and wasted the entire food reserve of the countryside. They went into the fields too. But how much work was done did not matter, because the produce now belonged to the state, and was completely unrelated to the peasants' lives.

From a Chinese author who lived in China during the Great Leap Forward but later settled in Britain.

Source B

It is difficult to describe in a few words the feverish atmosphere and activities of the Great Leap Forward. Thirty or forty million peasants dug canals; fifty to seventy million planted new forests; other millions built roads, dykes and reservoirs. Six million city-dwellers were sent to the countryside to help. Even Chairman Mao turned out to do a bit of digging. Between 1959 and 1961 China suffered three hard years. Food was rationed and famine was avoided only by the efficient distribution of what food there was. There was disastrous weather, and therefore harvests, for three years in a row, and in 1960 the USSR suddenly withdrew all aid from China.

A British historian writing in 1978.

(a) (i) Study Source A.

What can you tell from this source about communes during the Great Leap Forward? 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 of benefit to the Chinese people? 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) Give **two** features of collectives. [2]

(ii) Describe the measures taken by the Chinese Government between 1949 and 1956 to improve the lives of women. [4]

(iii) Why did Mao introduce the Great Leap Forward? [6]

(iv) How far could Communist rule in the period 1949 to 1958 be described as successful? Explain your answer. [8]

© UCLES 2010

DEPTH STUDY E: SOUTHERN AFRICA IN THE TWENTIETH CENTURY

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

Source A

Another state of emergency has been declared. We read in the newspapers about some of what is happening to people in the black areas but I am sure the large majority of white South Africans are unaware of the extent of the violence. Yet I am sure that white South Africa is frightened as never before, frightened for its power, wealth and privilege and frightened that armed brutality of the police and army will not be able to save them.

From the autobiography of Helen Joseph, a white campaigner, published in 1986.

Source B

World leaders such as the President of America and the British Prime Minister have praised Mr de Klerk for his first public commitment to release jailed ANC leader Nelson Mandela, but he did not specify a date. Many observers shared Archbishop Desmond Tutu's surprise at the scope of other proposed reforms which will allow active opposition to apartheid for the first time in 40 years of National Party rule and include a return to press freedom and the suspension of the death penalty: signalling a partial end to the 25-year-old state of emergency. The ban on photographic and television coverage of unrest continues. Mr de Klerk explained this was so that the authorities could monitor the progress of the reforms. The Conservative opposition has demanded a referendum to judge white reaction to the new measures.

From the British Broadcasting Corporation television news in 1990.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that de Klerk's government was committed to reform by 1990? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Give **two** issues the 1991-2 Convention for Democratic South Africa (CODESA) agreed to investigate. [2]

(ii) Describe the actions of white paramilitary groups between 1990 and 1994. [4]

(iii) Why was there increasing violence in the black townships between 1990 and 1994? [6]

(iv) 'The ANC was the most important factor in the ending of white minority rule.' How far do you agree with this statement? Explain your answer. [8]

© UCLES 2010

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

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

Source A

The refugee camps in Gaza were prisons. And it was the same situation in the camps in Jordan, in Syria, in Iraq and in the Lebanon. Our people in the camps were totally isolated. They were not allowed any freedom of movement. They were not allowed to speak or write any word about our problems. They were not allowed to organise. And those who did try to organise were treated as spies. I could tell you hundreds of stories about how all the Arab intelligence services intimidated and tortured our people.

A leading PLO member recalls his youth in the 1960s to a British writer in 1985.

Source B

The Fatah movement launched a few raids. These were not very effective in the military sense, but they were used as a way to demonstrate to the Arab world that there was an armed struggle. This had consequences for raising financial support from Kuwait, Qatar and Saudi Arabia. In 1966 the Saudi government began discreetly supplying Fatah with arms. Most of the countries bordering Israel were, however, reluctant to encourage these raids.

From a book written jointly by Palestinian and Jewish historians, 2001.

(a) (i) Study Source A.

What does this source tell you about life in Palestinian refugee camps? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that Fatah had the support of Arab nations? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name **two** aims of the Palestine Liberation Organisation in the 1970s. [2]

(ii) Describe the help provided by the United Nations Organisation to the Palestinian refugee camps. [4]

(iii) Why was the Palestine Liberation Organisation expelled from Jordan in 1971 and the Lebanon in 1982? [6]

(iv) How far was Yasser Arafat the most important factor in the advancement of the Palestinian cause? Explain your answer. [8]

© UCLES 2010

DEPTH STUDY G: THE CREATION OF MODERN INDUSTRIAL SOCIETY

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

Source A

These towns have been built with the utmost disregard of everything except the immediate advantage to the builder. A carpenter and builder unite to buy a series of building sites and cover them with so-called houses. In one case we found a whole street following the course of a ditch, because in this way deeper cellars could be made without the cost of digging. These cellars were not for storage but made for humans to live in. Not one house in this street escaped the cholera. In general, the streets of these suburbs are unpaved, with a dungheap or ditch in the middle. The houses are built back to back, without ventilation or drainage, and whole families are to be found living in one corner of a cellar or attic.

A description of parts of northern England, written in 1848.

Source B

No less than 29 sanitary measures have been enacted since 1846. These Acts have been made at different times by various bodies and with different objectives.

Extract from 'The Times' newspaper on 25 August 1875 at the time of the passing of the Public Health Act of 1875.

Source C

It is absolutely no exaggeration to say that it is common to come across streets reeking of poisonous and stinking gases arising from the accumulations of sewage and refuse scattered in all directions. These are streets where the sun never penetrates and which are never visited by a breath of fresh air. You have to climb rotten staircases. You have to grope your way along in dark and filthy passages swarming with vermin. Then you may enter the dens in which thousands of human beings herd together. Walls are black with filth, it is everywhere. A window is half stuffed with rags or covered with boards to keep out the wind and rain. You may look out over the lower tenements, and discover that the sickly air which enters the room has to pass over the decaying carcasses of dead cats or birds.

Extract from a book written in 1883 by Reverend Andrew Mearns entitled 'The Bitter Cry of Outcast London'.

(a) (i) Study Source A.

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

(ii) Study Sources B and C.

How far do these sources show that problems in housing in towns in the nineteenth century were taken very seriously? Explain your answer. [7]

(iii) Study all the sources.

Is any one of these sources more useful than the others as evidence about the problems caused by the growth of towns in the nineteenth century? Explain your answer. [7]

© UCLES 2010

(b) (i) Name **two** towns, other than London, which grew rapidly in the nineteenth century. [2]

(ii) What were the main sources of water and methods of sewage disposal in the early nineteenth century? [4]

(iii) Why were there devastating outbreaks of cholera in the nineteenth century? [6]

(iv) How far had the problems of public health in the growing towns been resolved by the end of the nineteenth century? Explain your answer. [8]

© UCLES 2010

[Turn over

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 young Englishman in India in the 1840s being dressed by his personal servants.

Source B

Dalhousie did not expect that, within a year, his work of progress for India would be interrupted by the upheaval of the Indian mutiny. The causes of the mutiny are complicated. In its narrowest sense it was a mutiny of the Bengal native army. In its wider sense the mutiny reflected the discontent of influential groups against the westernisation policy of the previous thirty years. To many Hindus and Moslems, these reforms seemed to threaten their traditional way of life. The rulers feared the policy of lapse and annexation which threatened their very existence. Religious practices such as suttee had been suppressed. Christian missions were seeking converts. Western education was proclaimed superior to Hindu learning. All these facts created disquiet and anxiety for the future.

Extract from a British history book written in 1966.

© UCLES 2010

(a) (i) Study Source A.

What does this source tell you about the lives of Englishmen in pre-mutiny India? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the reforms of Dalhousie were the cause of the Indian mutiny? Explain your answer. [7]

(iii) Study both sources.

Is one source more useful than the other as evidence about life in India before the mutiny? Explain your answer. [7]

(b) (i) What was thuggee? [2]

(ii) Describe the 'westernising benefits' to India of Dalhousie's reforms. [4]

(iii) Why was the mutiny begun by the Bengal native army? [6]

(iv) How far did the mutiny change British rule in India? Explain your answer. [8]

© UCLES 2010

BLANK PAGE

Copyright Acknowledgements:

Depth Study A Source B	© Alan White, *The WeimarR epublic*; HarperCollins, 1997.
Depth Study B Source B	© Philip Ingram, *Russia and the USSR 1905–1991*; Cambridge University Press, 1997.
Depth Study D Source A	© Jung Chang, *WildS wans*; Flamingo, 1991.
Depth Study D Source B	© Harriet Ward, *World Powers in the Twentieth Century*; BBC Publications, 1978.
Depth Study E Source A	© Helen Joseph, *Side By Side*; Zed Books Ltd, 1986.
Depth Study E Source B	© *BBC News Report*; news.bbc.co.uk/1/hi/world/africa/203174.stm
Depth Study F Source A	© S J Perkins, *The Arab-Israeli Conflict*; *'Arafat', terrorist or peacemaker?* Macmillan Educational Ltd; 1987.
Depth Study F Source B	© Dan Cohn-Sherbok and Dawoud El-Alami, *The Palestine-Israeli Conflict*; 2001.
Depth Study H Source A	© M Edwardes, *Bound to Exile, Picture 5*; Sedgwick and Jackson, 1969.
Depth Study H Source B	© W D Hussey, *The British Empire and Commonwealth 1500–1961*; Cambridge University Press, 1968.

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.

© UCLES 2010