UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

HISTORY **0470/41**

Paper 4 Alternative to Coursework **May/June 2011**

1 hour

Additional Materials: Answer Booklet/Paper

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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.

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DEPTH STUDY A: GERMANY, 1918–1945

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

Source A

In the East we have peace with Russia, and it remains peace for us, whether it pleases our western neighbours or not. All German colonies and every inch of territory belonging to Germany or her allies in Europe must be restored. Once this has been agreed and we are sure that no other state will have more influence than Germany in Belgium, we can give it back. It is hypocrisy to represent Belgium as the innocent victim of our policy.

From a speech by the German Vice-Chancellor, von Payer, in September 1918.

Source B

Under the terms of Brest-Litovsk in March 1918 Russia lost Poland, the Ukraine, Finland and its Baltic provinces. The Germans had clearly not felt compelled by one of President Wilson's Fourteen Points – the notion of 'peace without annexations and indemnities'. As a result, Wilson's attitude towards Germany hardened and he agreed the French and British demands for reparations and German disarmament. Severe as the Treaty of Versailles seemed to many Germans in 1919, it might easily have been worse. If Clemenceau had had his way, instead of being restrained by Britain and America, the Rhineland would have become an independent state, France would have taken over the Saarland and Danzig would have become part of Poland. The Germans were not inclined to count their blessings in 1919.

From a history of Germany by a British historian in 1987.

(a) (i) Study Source A.

What can you tell from this source about the aims of the German government by September 1918? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the Treaty of Versailles victimised Germany? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about German attitudes to making peace? Explain your answer. [7]

(b) (i) What was Article 231 in the Treaty of Versailles? [2]

(ii) Describe the government's response to the Kapp Putsch of 1920. [4]

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

(iv) How far did Germany achieve more in foreign affairs than in domestic affairs in the period 1923–1929? Explain your answer. [8]

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DEPTH STUDY B: RUSSIA, 1905–1941

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

Source A

Having surrounded the village, the Whites fired a couple of volleys and everyone took cover. Then, mounted soldiers entered the village, met the Bolshevik committee and put them to death. After the execution, the houses of the culprits were burned and the male population under forty-five were whipped. Then the population was ordered to deliver the best horses, cattle, pigs, chickens and animal feed and bread for the soldiers.

From the memoirs of a White commander in the Russian Civil War, written in 1923.

Source B

In the long term, Trotsky may have been the victim of his own success. While he was so busy managing the war, other Party members gave themselves important jobs within the Party. Once the war was over, Trotsky found himself a hero without a role. He was outside the circle of powerful Party members like Stalin. Some even suggested that Trotsky was prepared to use the Red Army against the state to further his ambitions.

From a British historian, writing in 1990.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the Russian Civil War strengthened Trotsky's position? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What was the role of the Cheka in Russia from December 1917? [2]

(ii) What were the aims of War Communism? [4]

(iii) Why were the Bolsheviks more successful than the Whites in the Russian Civil War? [6]

(iv) 'Trotsky did far more than Lenin to establish Communist rule in Russia by 1924.' How far do you agree with this statement? Explain your answer. [8]

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DEPTH STUDY C: THE USA, 1919–1941

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

Source A

The consequences of the Stock Market's inevitable crash have been a reduction in the consumption of luxuries by those who have met with the losses, and some temporary unemployment. Prices of agricultural products have also fallen because of the stock crash. Fortunately, the Federal Reserve had already taken measures to strengthen the system against the day when speculation would break. This, together with the strong position of banks, has carried the whole credit system through the crisis without damage. The capital which banks had lent for speculative stock market purposes is now returning to the normal funding of business. There has been no inflation and foreign trade has expanded, helping activity in industry and employment.

From President Hoover's State of the Union speech in December 1929.

Source B

By the end of 1928 the newly elected President Hoover was asking magazines and newspapers to warn readers of the dangers of wild speculation. He sent a friend, who was a Los Angeles banker, with the same message to the financiers of Wall Street. They ignored him. When the Federal Reserve Board in August 1929 did take steps to limit credit for speculation purposes, New York bankers defied Washington, the National City Bank alone promising $100 million in fresh loans. An angry Hoover told the president of the New York Stock Exchange that he was thinking of regulatory steps to curb stock manipulation. At the end of 1929 the government set up a system of voluntary measures of cooperation with business to ensure that they could continue as usual and, therefore, that wages would not be reduced. Special effort was made to aid construction work and taxes were cut in 1930 and 1931.

From an American biography of Herbert Hoover published in 1990.

(a) (i) Study Source A.

What can you tell from this source about the economic effects of the Wall Street Crash by the end of 1929? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that President Hoover took effective action between 1928 and 1931? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about the banking system's responsibility for the Wall Street Crash? Explain your answer. [7]

(b) (i) What did 'rugged individualism' mean? [2]

(ii) Describe what happened to the stock market between 21 and 29 October 1929. [4]

(iii) Why were some industries facing difficulties before 1929? [6]

(iv) 'President Hoover failed completely to deal with the economic consequences of the Wall Street Crash.' How far do you agree with this verdict on President Hoover's policies between 1930 and 1932? Explain your answer. [8]

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DEPTH STUDY D: CHINA, 1945–c.1990

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

Source A

The backyard furnaces required constant attention, consuming vast amounts of labour time. Tens of millions of peasants, plus large numbers of draught animals, were pulled out of agriculture, leaving only women and children to bring in the crops in many places. By the end of 1958, some 10 billion work-days had been lost to agriculture, about one-third of the time that would normally have gone to producing grain.

From a book co-written in 2005 by a woman who, as a child, lived through the Great Leap Forward. She now lives in Britain.

Source B

The Great Leap Forward was a huge propaganda exercise. Armies of peasants marched to the fields and construction sites with banners flying and drums beating. Slogans were everywhere. One of them, 'Politics in command', criticised all those people who would not roll up their sleeves and join the great crusade of work. Reds were in control now, and experts who hung back or criticised were pushed aside. If experts would not become Red, then the Reds must become experts, the quicker the better!

From a British history book, written in 1978.

(a) (i) Study Source A.

What can you tell from this source about the Chinese people 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 supported by 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) What was a commune? [2]

(ii) Describe the Hundred Flowers Campaign, 1957. [4]

(iii) Why did Mao believe that the Great Leap Forward was necessary? [6]

(iv) How far did the lives of the Chinese people improve during the period 1949–1960? Explain your answer. [8]

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DEPTH STUDY E: SOUTHERN AFRICA IN THE TWENTIETH CENTURY

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

Source A

The sympathy of the Dutch in Cape Colony and Natal for the Transvaal Boers, which had been so strongly shown in 1881, had been overcome by 1895. Political parties in Cape Colony were British and Dutch but there was no hostility, their differences were only based on economic interests. Politicians from agricultural areas, who desired a protective tariff and laws regulating native labour, were mainly Afrikaners, whilst the business element was almost wholly British. Mr Rhodes was Prime Minister of Cape Colony through the support of the Afrikaner Bond. Both groups disliked the policies of the Transvaal Government refusing employment to Cape Dutchmen as well as to Englishmen, and of making trade in agricultural products difficult.

From a book written in 1899 by a British politician and historian, who had visited South Africa in the 1890s.

Source B

The Boers in the Transvaal had fled out of Cape Colony sixty years before, suffered many perils, and recovered their independence in 1881 by their own courage after the British had deprived them of it. It was made clear to all strangers, who had come only for the gold in the 1890s, that it was a Boer state they were entering. It is true that the Boer government had permitted the outsiders to buy the gold-reefs, and had made huge gains in taxation for the Transvaal from them, but they were not willing to grant these Uitlanders, mainly British, the vote.

A Dutch historian, writing in 1951.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the Transvaal government distrusted foreigners? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about relations between the Afrikaners and British in South Africa? Explain your answer. [7]

(b) (i) Name the **two** most important cities of the gold and diamond industries in Southern Africa at the end of the nineteenth century. [2]

(ii) Describe the Jameson Raid of 1895–1896. [4]

(iii) Why were there railway rivalries in Southern Africa in the 1890s? [6]

(iv) 'The Boers were more successful than the British both militarily and politically between 1899 and 1910.' How far do you agree with this statement? Explain your answer. [8]

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

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

Source A

Unlike the childhood of others, mine was full of sad memories. A few months after our arrival we were penniless and had to move into a refugee camp with 2000 other homeless Palestinians. It is beyond human endurance for a family of eleven to live in a small tent through all the seasons of the year on United Nations Relief and Works Agency rations. Fathers buried their children who had died of malnutrition. Children buried their fathers who had died of disease.

A young Palestinian describes life in a refugee camp. This was published by the Palestinian Liberation Organisation's Research Centre in Beirut, Lebanon, in 1972.

Source B

So we began to realise that we should organise independently: that this was the only way to return [to Palestine]. We were forbidden, of course, to do this openly. It was a crime to assert our Palestinian identity, even in those countries which pretended to support us. We were unable to organise in any way. To say in public, 'We want to return home', was to invite the severest reprisals. So we could only draw one conclusion: that we should work in secret to organise ourselves into a resistance movement.

A young Palestinian speaking in 1979, quoted in a book by a British author.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that Palestinian refugees were powerless? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Give **two** reasons why so many Palestinians lived in refugee camps after 1948. [2]

(ii) What help did the United Nations Organisation provide in the Palestinian refugee camps? [4]

(iii) Why did Palestinian nationalist movements develop after 1948? [6]

(iv) 'From 1948 to the 1990s, acts of terror were more effective in advancing the Palestinian cause than appeals to the United Nations Organisation.' How far do you agree with this statement? Explain your answer. [8]

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DEPTH STUDY G: THE CREATION OF MODERN INDUSTRIAL SOCIETY

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

Source A

Thousands of our fellow creatures, both male and female, are, at this very moment, existing in a state of slavery. The streets are wet every morning with the tears of innocent victims who are forced by fear of the overseer's whip to hurry half dressed but not even half fed, to those places of British slavery – the mills in the town and neighbourhood of Bradford.

From a letter by Richard Oastler printed in the Leeds Mercury newspaper in 1830.

Source B

Sadler's parliamentary committee of 1832 was rigged. No evidence was given under oath and Sadler arranged that the supporters of reform should give their evidence first. When time ran out he published their evidence without the counterbalancing views of the factory owners. There appear to have been 'professional' witnesses who kept appearing year after year before one enquiry after another, such as the Bolton weaver, Richard Needham, who appeared before no fewer than four committees between 1803 and 1834. We should, therefore, be guarded in our judgements, for conditions varied between large and small mills, country and town mills, and mills of an earlier and later period. But the weight of evidence would suggest that life in the 'dark, satanic mills' could be very black indeed.

From a history book published in 1987.

(a) (i) Study Source A.

What can you tell from this source about textile workers in the early-nineteenth century? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that conditions in factories were very bad? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about conditions in nineteenth-century textile mills? Explain your answer. [7]

(b) (i) Which areas of Britain were most noted for (a) woollen manufacture and (b) cotton manufacture? [2]

(ii) Describe the domestic system for producing textiles. [4]

(iii) Why did many people oppose the reform of factory working conditions? [6]

(iv) How far was the development of the textile industry more important than the development of the coal 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

Just as Roman imperialism laid the foundations of modern civilisation, so in Africa we are bringing to the dark places of the earth, the home of barbarism and cruelty, the torch of culture and progress. British rule has promoted the happiness and welfare of primitive races.

Lord Lugard writing c.1900.

Source B

Few English statesmen desire to extend the Empire. We are well aware that the acquisition of any new territory, not only brings an increase in power and wealth, but also adds to the duties we have to perform and the burdens which already strain the strength of our government.

From the Edinburgh Review magazine in 1884.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the British wanted to expand their Empire? Explain your answer. (7]

(iii) Study both sources.

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

(b) (i) Name **two** countries outside Africa where Britain extended its Empire in the nineteenth century. [2]

(ii) What was the impact of trade on colonies? [4]

(iii) Why did many European countries pursue imperial policies in the nineteenth century? [6]

(iv) 'Europeans did not benefit from imperialism.' How far do you agree with this statement? Explain your answer. [8]

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