UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

HISTORY **0470/42**

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

1 hour

Additional Materials: Answer Booklet/Paper

6678455262

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.

© UCLES 2011

DEPTH STUDY A: GERMANY, 1918–1945

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

Source A

The new National Socialist nation acquires a firm base because we have gained the trust of millions of women as fanatical fellow-fighters. Women who have fought to aid in the shared task of preserving life did not seek the 'rights' which Jewish intellectuals put before their eyes. Our programme has in reality only one point – which is the child, that tiny creature which must be born and grow strong and alone gives meaning to the whole of life.

From a speech made by Hitler to the National Socialist Women's Section, September 1934.

Source B

Although they claimed that women had an equal but different role to men, their natural inferiority was as obvious to the Nazis as the inferiority of non-Germans, non-Caucasians and non-Christians. Clearly, politics was not a suitable field for women and from 1921 women were excluded from any senior Party position. Once in power, the first Nazi step in the effort to create jobs was to ease women out of work and between 1932 and 1937 the percentage of women in work fell from 37 to 32 per cent. From 1936 voluntarily, and from 1939 by compulsion, women under twenty-five had to work for one year to ease the labour shortage on the land and in the factories. This increased still further during the war years and extended to married women. Women's opportunities for more than manual work remained limited and they continued to be paid less than men throughout the period.

From a British schoolbook about the Nazis, 1991.

(a) (i) Study Source A.

What can you tell from this source about National Socialist attitudes towards women? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that Nazi policy towards women changed? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Give **two** groups forcibly sterilised in Nazi Germany. [2]

(ii) Describe the changes made by the Nazis in education. [4]

(iii) Why was education so important to the Nazis? [6]

(iv) 'The Hitler Youth was the most successful Nazi organisation.' How far do you agree with this statement? Explain your answer. [8]

© UCLES 2011

DEPTH STUDY B: RUSSIA, 1905–1941

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

Source A

Almost all cottages have thatched roofs which leak, and in winter the walls are generally covered with dung to keep the place warm. Earth floors are the rule because in cold weather lambs, calves, pigs and even cows are brought into the cottage. The terrible overcrowding makes the air heavy and unhealthy. In localities that have no forests, the peasants use straw for fuel. The peasants wash in the cottages, spreading the dirt on their bodies with very little hot water. They almost never use soap. Skin diseases spread at a terrible rate.

From an official Russian government report describing conditions in one of the Russian Empire's richest farming areas, published about 1900.

Source B

Before 1905 political parties were illegal in Russia. Opponents to Tsarism had to meet in secret. When political parties were made legal in 1905, those opponents of the Tsar who did not believe in the use of force were able to come out into the open. Revolutionaries who were ready to overthrow Tsarism by force could not. Some revolutionaries lived in Russia on the run from the authorities while others lived in exile abroad.

A British historian writing in 1995.

(a) (i) Study Source A.

What can you tell from this source about peasants in Russia at the beginning of the twentieth century? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that Russia was safer for political parties after 1905? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about Russia in the early 1900s? Explain your answer. [7]

(b) (i) What was the Okhrana? [2]

(ii) Describe the part played by Father Gapon in the events of Bloody Sunday, 22 January 1905. [4]

(iii) Why was Tsar Nicholas II able to maintain control over Russia after the 1905 Revolution? [6]

(iv) 'The military defeats in the First World War were the main reason for the overthrow of Tsar Nicholas II in 1917.' How far do you agree with this statement? Explain your answer. [8]

© UCLES 2011

DEPTH STUDY C: THE USA, 1919–1941

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

Source A

By 1927 the Ford Motor Company in Michigan was the world's largest industrial complex. Railroads and ships brought in coal and iron ore for the foundries, a steel mill and a glass factory to transform them into car bodies and engines for the automobile assembly line. In May 1927, Ford abruptly announced the end of production for the Model T, and soon after closed down for six months. Henry Ford sent the workers home so that he could start to design his next model. Fortunately, his son, Edsel, and the company designers had been producing plans for the new car called the Model A. Production began in December 1927, and put the company on a secure base again. By 1929 only forty-four US carmakers remained of the hundreds earlier in the century and eighty per cent of sales went to Ford, General Motors, and the newly formed Chrysler Corporation.

From the Ford Motor company's own history, 1998.

Source B

By 1930 the highest-ever tariffs on foreign-made goods were in place. Congress had repealed the excess profits tax and reduced business and personal income tax rates. Mellon, America's second richest man and Secretary to the Treasury from 1921 to 1932, had provided business leaders with a list of ways to avoid tax. The Federal Highways Act of 1921 funded fifty per cent of the construction of new major highways. The Federal Trade Commission, which had been set up to regulate big business and to look into unfair trade practices, did less and less of this in the 1920s. Herbert Hoover, as Secretary of Commerce and as President, encouraged price-fixing.

From the official United States Information Agency. Published in 1986.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that US governments in the 1920s supported economic freedom? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about the economic boom of the 1920s? Explain your answer. [7]

(b) (i) Give **two** examples of new devices in homes in the 1920s. [2]

(ii) Describe how trade unions were dealt with in the 1920s. [4]

(iii) Why did many workers from minority groups not benefit economically in the 1920s? [6]

(iv) 'The greatest weaknesses of the 1920s economy were in banking and the credit industry.' How far do you agree with this statement? Explain your answer. [8]

© UCLES 2011

DEPTH STUDY D: CHINA, 1945–c.1990

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

Source A

Stalin, Mao said, did not want the Communists to win. 'Then in the winter of 1949, only months after liberation, I went to the Soviet Union for negotiations,' Mao continued. 'But Stalin didn't trust me. He let me stay there for two months without negotiating. So finally I got mad and said, "If you don't want to negotiate, then let's not negotiate. I'll go home." That was how the Sino-Soviet Treaty of Friendship, Alliance and Mutual Assistance was finally agreed.'

Mao's doctor writing in 1994. He was educated in the West and settled in the United States after Mao's death.

Source B

The coming to power in China of the Communists under Mao in 1949 had been welcomed in Moscow. It was logical for the Soviet Union to think that it now had a major Marxist ally in its Cold War struggle with the West. Indeed, that is precisely what the West feared: the formation of a huge Soviet-dominated, Communist power-bloc that stretched eastwards from Europe to the Pacific. But appearances were deceptive. There was no real harmony between Moscow and Beijing. Relations between the USSR and Communist China were never easy. Stalin's Russia, preoccupied with its own internal problems, had failed to grasp the significance of developments in Mao's China.

A British historian writing in 1990.

(a) (i) Study Source A.

What can you tell from this source about the relationship between Mao and Stalin? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the USSR and Communist China were natural allies? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about relations between the USSR and Communist China? Explain your answer. [7]

(b) (i) Name **two** areas, outside China, where the Communist Chinese government intervened in the period 1950 to 1975. [2]

(ii) Describe briefly China's relations with Tibet since 1950. [4]

(iii) Why did the USSR withdraw aid from China after 1960? [6]

(iv) How far did China's foreign policy change after the death of Mao in 1976? Explain your answer. [8]

© UCLES 2011

DEPTH STUDY E: SOUTHERN AFRICA IN THE TWENTIETH CENTURY

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

Source A

There is now a large population of pure-bred natives permanently resident in the towns of the Union. These people have no other home and many of their children were born in towns and have grown up ignorant of tribal life. Domestic servants live throughout the white suburbs in backyard housing, migrant workers live in barracks or compounds and there are many slums. Some towns have locations for blacks but in Johannesburg they live scattered through the poorer parts of town, side-by-side with whites.

From the Report of the South African Government Commission on Unemployed Workers,1922.

Source B

The Native Urban Areas Act of 1932 recommended that it would be more efficient and cheaper to provide low-cost housing officially and suggested ways in which the town councils could get black workers to pay for their own housing through rents, beer-hall profits, and fines that would go into the special 'Native Revenue Account'. Most towns did not carry out the terms of the Act for many years as each town could decide whether it wanted to become a whites-only area: Johannesburg did so in 1924 but Port Elizabeth only in 1935. White home owners resented paying the cost of housing blacks to help industrialists to have a 'reserve army' of labour who were paid at a lower wage rate than white workers. In 1937 the Act was amended to make all towns outside the reserves automatically restricted areas.

From a South African history of townships, published in 1995.

(a) (i) Study Source A.

What can you tell from this source about conditions in towns in South Africa by 1922? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that it was difficult to restrict where black workers lived? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about black workers in the 1920s and 1930s? Explain your answer. [7]

(b) (i) What were the reserves set up by the 1913 Natives Land Act? [2]

(ii) Describe the strikes on the Rand between 1920 and 1922. [4]

(iii) Why did employment in towns increase rapidly in the 1930s and 1940s? [6]

(iv) 'African organisations had little success in opposing the effects of white rule between 1910 and 1948.' How far do you agree with this statement? Explain your answer. [8]

© UCLES 2011

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

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

Source A

At 14.00 hours on 6 October 1973, as the Israeli Cabinet was assembling to discuss developments, information was received that the war had begun. The fact that the raid had taken place on Yom Kippur made the mobilisation of Israel's reserves easier, as most of them were either in the synagogue at prayer or at home. Thus, a nation at prayer rushed to the units and assembly areas, changing prayer shawls for battle kit on the way. Israel was again fighting for its existence.

A former President of Israel, writing in 1982.

Source B

Sadat had never believed he could actually drive the Israelis out of Sinai, but he hoped that this could eventually be achieved through diplomatic negotiations. As the Yom Kippur War came to an end, the Syrians believed that the United States would restrain Israeli attacks into their territory. Kissinger's first task was to ensure there would be no further conflict. Although many Israelis were anxious to secure peace, there was considerable reluctance to reward the Arabs for starting the war. Fearing Arab intentions, the Israelis were reluctant to withdraw from the territory they had conquered.

From a book written jointly in 2001 by an American rabbi professor and a Palestinian academic. Henry Kissinger was the United States Secretary of State at the time of the war.

(a) (i) Study Source A.

What can you tell from this source about Israel in 1973? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that prospects for peace were improved by the Yom Kippur War? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What are the Golan Heights? [2]

(ii) Describe the early successes of the Egyptian and Syrian forces in the Yom Kippur War. [4]

(iii) Why was a formal ceasefire declared between Israel and Egypt on 11 November 1973? [6]

(iv) How far did the Yom Kippur War in 1973 help the process of bringing peace between Israel and the Arab states? Explain your answer. [8]

© UCLES 2011

DEPTH STUDY G: THE CREATION OF MODERN INDUSTRIAL SOCIETY

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

Source A

From the year 1770 to 1788 a complete change had gradually been made in the spinning of yarns. That of wool had disappeared altogether and that of linen was nearly gone. Cotton, cotton, cotton became the almost universal material for employment. The hand wheels were done away with, now the yarn was all spun on jennies and the carding was done on carding machines. In weaving no great alteration had taken place except for the introduction of the fly-shuttle. Although our family and some others earned three to four times as much as before, yet, as a whole, the district was not much benefited by the change.

William Radcliffe, writing in 1828.

Source B

When cotton manufacture was in its infancy, all the operations, from the dressing of the raw material to it being finally turned out as cloth, were completed under the roof of the weaver's cottage. Later, the yarn was spun in factories but woven in cottages. At the present time, with more complex machines and more complex machinery, all the operations are again performed in a single building. The same amount of labour is now used in one of these factories as formerly occupied the industry of an entire district.

From 'History of Cotton Manufacture', published in 1823.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the textile industry had changed? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name **two** sources of power used in textile factories. [2]

(ii) What were the disadvantages of the domestic system? [4]

(iii) Why were there factory acts in the nineteenth century? [6]

(iv) 'The benefits of the factory system far outweighed its disadvantages.' How far do you agree with this statement? Explain your answer. [8]

© UCLES 2011

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

Even the primitive tribes may benefit not only from being taught mechanical and tradesmen's work, such as the carpenter and blacksmith, but also agriculture. They learn of the sinking of wells, the system of irrigation, the introduction and planting of useful trees, and using domestic animals for agricultural purposes. All these, while improving the status of the native, will make his land more productive and will enable him to purchase cloth and household goods from traders.

Lord Lugard, writing in 1893.

Source B

Imperialism has, in fact, already devastated tropical Africa, but it has brought great benefit to our commerce and provided raw materials. Although the Africans of the tropics are capable of tremendous physical labours, they cannot fit into the European system of monotonous, uninterrupted labour with its long and regular hours. Climatic conditions forbid it. When that European system is forced upon them, tropical Africans droop and die.

A British journalist in the Congo, writing in 1903.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that imperialism was not working in Africa? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Which countries controlled (a) the Congo and (b) South West Africa (Namibia) by the end of the nineteenth century? [2]

(ii) Describe the main features of 'indirect rule'. [4]

(iii) Why did many European countries want empires? [6]

(iv) 'Imperialism only benefited Europeans.' How far do you agree with this statement? Explain your answer. [8]

© UCLES 2011

BLANK PAGE

© UCLES 2011

BLANK PAGE

© UCLES 2011

BLANK PAGE

Copyright Acknowledgements:

Depth Study A Source B © Karl Bracher; *The German Dictatorship*; Penguin; 1991.
Depth Study B Source A © Bryn O'Callaghan; *A History of the Twentieth Century*; Longman; 1987.
Depth Study B Source B © Alan White; *Russia and the USSR 1905–1991*; Collins Educational; 1995.
Depth Study C Source B © http://inventors.about.com/gi/dynamic/offsite.htm?site=http://www.wiley.com/product/subject/business/forbes/ford.html.
Depth Study D Source A © Zhisui Li; *The Private Life of Chairman Mao*; Arrow Books; 1996.
Depth Study D Source B © Michael Lynch; *Stalin and Khrushchev – The USSR 1924–64*; Hodder & Stoughton; 1990.
Depth Study E Source B © http://www.sahistory.org.za/pages/governance-projects/liberation-struggle/1920s_legislation.htm
Depth Study F Source A © Chaim Herzog; *The Arab-Israeli Wars*; Greenhill Books Ltd; 2005.
Depth Study F Source B © Dan Cohn-Sherbok & Dawoud El-Alami; *The Palestine-Israeli Conflict*; Oneworld Publications; 2001.

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 2011