UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

HISTORY **0470/43**

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

1 hour

Additional Materials: Answer Booklet/Paper

4879597844

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 **10** printed pages and **2** 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 1928 Reichstag elections the National Socialists won 810 000 votes, 2.6 per cent of those cast, and so twelve seats in the Reichstag, while the Communists' 3.26 million votes gave them 54 seats. The Nazis' 1929 two-day Party Congress, held at Nuremberg, was attended by members from all over Germany, some travelling in thirty-five special trains organised by the Party. Thirty thousand SA men and Hitler Youth marched through the town. Influential economic leaders, such as wealthy coal and iron industrialist, Emil Kirdorf, had come to Nuremberg as honoured guests. A memorial celebration for the World War dead was led by the war hero, General Ritter von Epp, and 60 000 members cheered the speech of Party leader, Hitler.

From a German newspaper, 1929.

Source B

For several years the Communists have been the worst enemy of the Social Democrats. There is no debate between the two parties, only hatred and physical violence. The Nazis are the most violent of all, and their attacks are directed against all parties. Fights between Nazis and Communists occur almost daily. Before the 1930 Reichstag election Hitler wrote in a Nazi newspaper, 'Never in my life have I been so contented, for hard reality has opened the eyes of millions of Germans to the swindles and lies of the governments of the Left. Germany is a heap of ruins thanks to those Marxists.' The truth is that Germany was a heap of ruins in 1918, and that the parties of the Left rebuilt it. Stalin's Comintern has now instructed the German Communist Party to work with the Nazis to defeat Prussia's moderate coalition government.

From a British socialist newspaper, 1931.

(a) (i) Study Source A.

What can you tell from this source about the Nazi Party in 1929? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that democracy had failed in Weimar Germany by 1931? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name **two** of the Chancellors between 1928 and 1932. [2]

(ii) Describe President Hindenburg's involvement in German politics between 1930 and 1933. [4]

(iii) Why was there an economic crisis in Germany by 1933? [6]

(iv) 'The Nazis' increasing success in elections between 1930 and 1933 was caused by their use of violence.' How far do you agree with this statement? 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

Statistics quoted in million tons.

	Output in 1932	Target	Actual Output in 1937
Coal	64	152	128
Oil	12	47	21
Pig Iron	6	16	15
Steel	6	17	18

Statistics of production during the Second Five Year Plan, 1933–1937.

Source B

Within several years, half a billion cubic feet of excavation was done, 42 million cubic feet of reinforced concrete poured, five million tons of structural steel erected. This was done without sufficient labour, without the necessary quantities of the most basic supplies and materials. Brigades of young enthusiasts from every corner of the Soviet Union did the groundwork of railroad and dam construction before work could begin on the factories themselves. Later, groups of peasants came to Magnitogorsk because of the bad conditions in the villages due to collectivisation. Many were completely unfamiliar with industrial processes. They had to start at the beginning and learn.

An American, who helped with the construction of Magnitogorsk, writing in 1942.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the new city of Magnitogorsk was built effectively? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What was a gulag? [2]

(ii) Describe how workers were encouraged to increase production during the Five Year Plans. [4]

(iii) Why did Stalin introduce the Five Year Plans for industry? [6]

(iv) How far had Stalin changed the USSR into a modern, industrial state by 1941? 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

Perhaps the best way to decide whether an Indian is capable of being released from the State's guardianship is to assess his abilities. What have been his earnings by his own efforts? What ability has he shown to improve and develop his property? What advances has he made in family life? What is his state of health? What is his mental equipment as demonstrated by his education and practical success? What capabilities has his wife demonstrated? The answers to these questions and others like them should not be based on the opinion of the superintendent who happens to be in charge at the time. They should be recorded regularly as a guide to the local staff in its work for the Indian.

From the US Government 'Report into the Problem of Indian Administration', 1926.

Source B

In the 1920s twenty states in the Union had literacy laws which were used as the qualification to vote. Most of these states were in the South and, in practice, skin colour rather than educational attainment seems to have been the deciding factor. Several western states with significant Native American populations also had literacy laws, and one was introduced in Alaska in 1925 despite opposition. It is not as clear that these were aimed at preventing a voice in politics for the minority Native population, although there is evidence that both blacks and Native Americans were regarded as culturally and racially inferior in all these states. Most blacks and Native Americans had a lower life expectancy, poorer housing and jobs than whites throughout America.

From a socialist history of the United States in the Twentieth Century, 1998.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that racism was accepted throughout America in the 1920s? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Who were Sacco and Vanzetti? [2]

(ii) Describe the activities of the Ku Klux Klan. [4]

(iii) Why was prohibition introduced in 1919? [6]

(iv) 'There was no real change in the roles of women in the 1920s.' How far do you agree with this statement? 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 Chinese are discovering the delights of buying now and paying later. These days it is possible, in the luckier parts of China, to acquire a television, a tape recorder, a washing machine or a fridge by putting down a quarter of the price and paying off the rest over a year. A recent article in the English-language *China Daily* remarked that, as bicycles and televisions 'have become increasingly commonplace, trendy Chinese have started to fix their sights on new status symbols'.

From a British journal, 1982.

Source B

Deng's initial objective was clear, even if the means were not. He intended the Communist Party to retain its iron political control of China, which he signalled with his closure of the 'Democracy Wall' in 1978 and the imprisonment of human rights activists when critics began to advocate the democratisation of China. But in the economy he wanted to get the Party out of the day-to-day management of communes, state-owned enterprises, education and agriculture, and instead allow managers to take responsibility, respond to incentives and raise growth and productivity. Deng believed that people should stop worrying about the reemergence of capitalism, and should recognise there is no communist virtue in poverty; on the contrary, it is glorious to be rich.

A British journalist writing in 2007.

(a) (i) Study Source A.

What can you tell from this source about the lives of the Chinese people in 1982? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that Deng wanted to change the policies of the Chinese Government? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What was the 'Gang of Four'? [2]

(ii) Describe the events that took place in Tiananmen Square in June 1989. [4]

(iii) Why was Deng Xiaoping able to emerge as leader of the Chinese Government after the death of Mao? [6]

(iv) How far has the Chinese Government relaxed control over the Chinese people since the death of Mao? 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

Is the black man simply a defeated person? The logic behind white domination is to prepare the black man for an inferior role. To a large extent the evil-doers have produced a black man who is only a shell who looks with awe at the white power structure which he accepts as inevitable. Inside his anger mounts but he turns it on his fellow black man and his property in the township. In private he condemns white society but he hurries out in sheepish obedience when his impatient master calls.

From a South African Students' Organisation newsletter, written by Steve Biko and the Black Consciousness movement, 1970.

Source B

In 1973 the Minister for Education had stated that, after consulting him, each School Board could choose the teaching language in its school. He also said that teaching in two languages was not beneficial to the students. Teachers' organisations, School Boards and parents felt betrayed when in 1974 the Southern Transvaal Bantu Education Department ordered that black schoolchildren should be taught half in English and half in Afrikaans. Some School Boards instructed their teachers to use English only, but after threats from the Department they followed orders. The pupils' dissatisfaction resulted in strikes and protests by thousands of schoolchildren. The Soweto uprising began on 16 June and continued for three days. The effects were felt for a long time after as the young realised they could stand up against the government. The deaths of more than a hundred Soweto children spurred resistance in other parts of the country in 1976. The South African Government reacted with further suppression.

From a British history of South Africa, 2007.

(a) (i) Study Source A.

What can you tell from this source about the difficulties faced by the Black Consciousness movement? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show the power of the government over black people in the 1970s? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What happened to Steve Biko after his arrest in 1977? [2]

(ii) Describe the activities of the ANC in exile in the 1960s and 1970s. [4]

(iii) Why did external criticism of apartheid have little effect for so long? [6]

(iv) To what extent did the National Party governments improve conditions in the townships between 1977 and 1990? 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

People of Egypt, we shall maintain our independence and sovereignty. The Suez Canal Company has become our property, and the Egyptian flag flies over it. We shall defend it with our blood and strength, and we shall meet aggression with aggression and evil with evil. Peace be with you.

President Nasser, speech to the Egyptian people, July 1956.

Source B

Nasser's popularity at home and among the Arab states rose dramatically. Nonetheless, he had miscalculated concerning the response of the British and French to his nationalisation of the canal and there would be no revenue from it for several months. Nasser had sunk several ships at the mouth of the canal to prevent its use. Israel was not happy at the outcome. It had nothing to show for the fighting in terms of land and promised that the next time it would rely on no one else in a future confrontation with the Arab world. The Israelis could take some comfort from the fact that, once again, they had bloodied Egypt's nose and the Gulf of Aqaba was open to their shipping.

From a British history book, published in 1987.

(a) (i) Study Source A.

What can you tell from this source about President Nasser's attitude to the Suez Canal? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the Suez War was a success for the Israelis? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What were the 'fedayeen'? [2]

(ii) Outline the details of the Sèvres Accords (Protocol of Sèvres), October 1956. [4]

(iii) Why was the seizure of the Suez Canal by Egypt important? [6]

(iv) How significant was the involvement of the USA and the USSR in Arab-Israeli conflicts? 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

Percentages of cotton workers.

	Child under 14	Women and girls
1835	13	48
1850	5	56
1901	4	61

Machinery in the cotton industry. Figures given in millions for spindles and in thousands for looms.

	Spindles	Hand looms	Power looms
1819–21	7	240	14
1844–46	20	60	225
1903	48	0	683

From a British economic history, published in 1969.

Source B

A cotton-spinning establishment offers a remarkable example of how, by the use of great power, an enormous quantity of the easiest work can be done. Often we may see in a single building a 100 horse power steam engine, which has the strength of 880 men, set in motion 50 000 spindles. One man can now produce as much yarn as formerly required 266! There are persons who regard this as a great disaster as workers have lost their freedom and work for low wages. But I maintain that if we still had to spin with the hand wheel, today cotton manufacture would employ only a fifth of the present number.

From a history of cotton manufacture, published in 1835.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the changes in the cotton industry were beneficial? Explain your answer. [7]

(iii) Study both sources.

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

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(b) (i) What was the main development in the weaving industry in the nineteenth century? [2]

(ii) Give the main terms of the Factory Act of 1833. [4]

(iii) Why were so many women employed in the cotton industry? [6]

(iv) How far was the growth in the textile industry due to technological change? 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

Imperialism is often confused with commerce or the opening of commercial markets. Imperialism means something quite different from the sale or purchase of goods. It entails providing the inhabitants with some education and justice. It opens an area not only to the merchandise of the mother country, but also to its wealth, to its engineers and to its emigrants. Such a transformation of a barbarian country cannot be accomplished by simple commercial relations.

From a book written by a Frenchman in 1891.

Source B

Onward Christian soldiers, on to heathen lands,
Prayer books in your pockets, rifles in your hands.
Take the glorious tidings where trade can be done.
Spread the peaceful gospel – with the Maxim* gun.

*A machine gun.

A version of a popular English hymn of the late-nineteenth century.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that spreading Christianity was the main motive for imperialism? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name **two** countries colonised by France in the nineteenth century. [2]

(ii) Describe the aims of Christian missionaries. [4]

(iii) Why did so many areas of Africa and Asia become parts of European empires in the nineteenth century? [6]

(iv) How far did Europeans gain from colonising Africa? Explain your answer. [8]

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