UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

HISTORY **0470/41**

Paper 4 Alternative to Coursework **May/June 2012**

1 hour

Additional Materials: Answer Booklet/Paper

7198656852

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

I hope if many, like our boys, go into the Party, perhaps they can do something to improve it. My husband knows some of the people who are in control of the Hitler Youth and says that behind all the enthusiasm there is much that is dark and ugly. Any movement that degrades standards in learning, mocks the Christian religion and denies the right to free speech must end in disaster. We should try in every way to let our children know that we stand for positive values, although we run the risk of being reported to the Gestapo.

A German woman in an interview with a British writer in 1936.

Source B

By 1935 there were almost four million members, aged 10 to 18, in the various levels of the Hitler Youth, and in 1939 membership became compulsory. The organisation encouraged self-confidence in young people and near-worship of Hitler. In 1934 the Hitler Youth was given equal status with schools in education, and members wore their uniform in school to advertise their main loyalty. Adolescent rebelliousness was being channelled against traditional authorities such as school, Church and parents. The emphasis on indoctrination, discipline and military training had mixed effects on the young. Increasing numbers failed to attend meetings and parades, and those already in work resented the loss of their limited free time. So long as they paid their subscription, they could not be expelled.

From a British history of the Third Reich, 2005.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the Hitler Youth movement was successful? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Who were the Edelweiss Pirates? [2]

(ii) Describe how some Protestants attempted to resist Nazi state interference and what happened to them. [4]

(iii) Why was Nazi propaganda successful? [6]

(iv) 'The Nazis stayed in power because they were popular.' 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

I asked for a meeting and was received by the Tsar on 8 March. 'I must tell Your Majesty that this cannot continue much longer. No one opens your eyes to the true role this man [Rasputin] is playing. His presence at your Majesty's court undermines confidence in your supreme power and may have an evil effect on the fate of the dynasty and turn the hearts of the people from their Emperor.' My report did some good. On 11 March an order was issued sending Rasputin away but a few days later, at the demand of the Empress, this order was cancelled.

The President of the Duma, writing in March 1916.

Source B

The high cost of living and the shortage of foodstuffs, from which the soldiers' wives are the first to suffer, have been made known to the army by soldiers returning from leave. The rumours of famine in Petrograd which circulate at the front are exaggerated and have already soared into the realms of pure imagination. Soldiers now believe that in the capital meat is sold only to the nobles and landlords, and that a new cemetery has been opened for those who have died of starvation. The anxiety of the soldiers is perfectly understandable but it grows from day to day and offers fertile ground for the spreading of revolutionary propaganda.

From a police report sent to the Tsar's government in October 1916.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that the troops' anxiety about their families at home was justified? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about Russia in 1916? Explain your answer. [7]

(b) (i) Who were the Mensheviks? [2]

(ii) Describe the activities of the Okhrana. [4]

(iii) Why was the Russian army beaten in the First World War? [6]

(iv) How far was Tsar Nicholas II responsible for his own downfall in 1917? 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

A few miles outside the typical little Californian town of Brawley over three hundred dust-bowl migrant families were huddled together in a dry river bed. The town's good citizens did nothing, although a few, only half-humorously, suggested that the 'Okies' be lined up and shot. In 1937, representatives of the Farm Security Administration (FSA) purchased a small plot of land at the edge of town and made plans for tent platforms, a tool shed, a nursery and medical unit, three toilets and showers for the migrants. The town's Parent–Teacher organisation demanded, 'Are you going to make it possible for more of these hobo brats to go to school with our children?'

From 'Common Sense', written by an FSA worker in 1939.

Source B

Output, employment and income were down by a quarter in 1933. This was severe and millions were desperate. Yet most private businesses were still functioning and needed to expand, which they could – if there were low taxes and free enterprise. Roosevelt aimed to eliminate unemployment and create many jobs in government agencies. Jobs, not simply handouts, were meant to make the recipients feel better about themselves, and taxpayers less resentful as the New Deal tripled taxes. New Deal programs destroyed other jobs: for example, the Agricultural Adjustment Act (1933) cut back farm production and forced Americans to pay more for their food. The Tennessee Valley Authority's dams flooded an estimated 750 000 acres, taking the land and homes of fifteen thousand people. Black sharecroppers, who didn't own property, got no compensation.

From a Republican economist, 2003.

(a) (i) Study Source A.

What can you tell from this source about migrant families in the 1930s? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the New Deal was beneficial? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) What was the dust-bowl? [2]

(ii) Describe the work of the Civilian Conservation Corps. [4]

(iii) Why was there a second New Deal in 1935? [6]

(iv) How far do you agree that workers in industry gained most from the New Deal? 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

Mao showed indifference to human life. He was a callous, selfish, immoral human being who treated his wives and children with contempt, did not even walk the Long March (he was carried on a bamboo litter), owned more than fifty personal estates and thought nothing of having fresh fish carried more than six hundred miles to satisfy his craving. He, and the system which bred him and still does not apologise for what was done, are beyond understanding.

From a British journalist, writing in 2007.

Source B

By 1966, most of the Party officials were fed up with persecutions, and wanted to get on with improving living standards and building a normal life. But they did not openly oppose Mao, and went on promoting Mao's personality cult. The few who watched this with apprehension knew there was nothing they could do to stop it: Mao had such power and prestige that his cult was irresistible. The most they could do was engage in some kind of passive resistance. Mao interpreted the reaction from Party officials to his call for a purge as an indication that their loyalty to him was weakening and that their hearts were with the policies of President Liu and Deng. His suspicion was confirmed when Party newspapers refused to publish an article he had authorised.

From a Chinese author who lived in China during the Cultural Revolution.

(a) (i) Study Source A.

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

(ii) Study Source B.

How far does this source show that Mao was secure in his leadership? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about Communism in China in the 1960s? Explain your answer. [7]

(b) (i) Who were the 'revisionists' (Rightists)? [2]

(ii) Describe the activities of the Red Guards during the Cultural Revolution. [4]

(iii) Why did Mao launch the Cultural Revolution? [6]

(iv) How far did the social and cultural life of the Chinese people change as a result of Communist Party rule between 1949 and 1976? 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

After disease killed most of our cattle in 1933, my father had to work in the mines and only came home at weekends, so my mother was left in charge of the farm and us eight children. We had to walk three miles to school each day, often barefooted as we could not afford shoes. My father was very strict; if any of the black workers did wrong they were whipped – but so were we, once, because we had gone swimming in the river on a Sunday. Father was a preacher in our Church and was highly respected by the blacks, and we were brought up to respect them.

From the memories of an Afrikaner, written in 1982.

Source B

In the 1920s and 1930s white farmers were encouraged to modernise agriculture through government subsidies and grants, tax relief and marketing boards. Africans were allowed only individual allotments in the Reserves, which were controlled by chiefs and supervised by magistrates. African farmers could not extend allotments effectively and so the development of commercial African agriculture was prevented. The aim was that African people would be able to produce enough food in the Reserves to sustain the family, but not sufficient food to deter them from seeking employment. In this way, the cheap labour system was supported on the backs of the women and children left behind in the Reserves.

From a South African history website for students, 2008.

(a) (i) Study Source A.

What can you tell from this source about farming in South Africa in the 1930s? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show there were improvements in agriculture 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 black workers? Explain your answer. [7]

(b) (i) What was the Rand Rebellion of 1922? [2]

(ii) Describe the effects of the 1913 Land Act. [4]

(iii) Why was there little improvement in industrial working conditions before 1940? [6]

(iv) 'The Gold Boom was the most important reason for the success of the South African economy between 1930 and 1948.' How far do you agree with this statement? Explain your answer. [8]

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PLEASE TURN OVER FOR DEPTH STUDY F

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

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

Source A



Jews and Arabs demonstrate outside an Israeli Embassy, December 1973.

Source B

By 1947, revelations about Nazi extermination camps helped generate widespread sympathy for the demand that Jewish survivors should be freely admitted to Palestine. A campaign of violence was waged by Jewish terrorist groups to force the British Government to remove immigration restrictions. A full-scale guerrilla war developed between the British army and Zionist forces, as well as periodic violence between Arab and Jew. The British Government made a final attempt to secure Arab-Jewish agreement by direct talks. This time both the Zionists and the Palestinian Arabs refused to attend.

From a British history textbook, 1977.

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(a) (i) Study Source A.

What does this source tell you about the relations between Palestinians and Jews? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that the British Government had lost control of Palestine by 1947? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) Name **two** of the states that invaded Israel in May 1948. [2]

(ii) Describe the activities of Irgun and the Stern Gang. [4]

(iii) Why did Israel emerge victorious from the 1948–9 war? [6]

(iv) How far was it events in Palestine that enabled the Jews to create the state of Israel? 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

The Society has for some time past decided not to allow advances of money to groups of working men about to start in association unless they have first shown some sign of preparedness and have subscribed some funds of their own. Working men in general are not fit for association. They come into it with the idea that it is to increase their pay and lighten their work at once. They find their mistake in the first month or two and then start quarrelling with everybody connected with the association and, after much bad blood has been aroused, the association runs out of money and breaks up.

From a report of the Society for Promoting Working Men's Associations, 1851.

Source B

Apart from their original purposes, they must learn to act in the broad interests of the working class. They must aid every social and political movement tending in that direction. They must look carefully after the interests of the worst paid trades, such as agricultural labourers. They must convince the world that their efforts, far from being narrow and selfish, aim at the freedom of the downtrodden millions.

Karl Marx writing about working men's associations in 1866.

(a) (i) Study Source A.

What does this source tell you about the problems of forming working men's associations? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that working men had growing influence by the second half of the nineteenth century? Explain your answer. [7]

(iii) Study both sources.

Is one of these sources more useful than the other as evidence about working men's associations? Explain your answer. [7]

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

(ii) Describe the Hornby versus Close case of 1867. [4]

(iii) Why was the trade union legislation of the 1870s necessary? [6]

(iv) How far was the advance of trade unionism in the nineteenth century due to increased numbers of skilled workers? 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

India is, by general agreement, not capable of administering its own affairs. This Act increases the danger of its administration by the unchecked power of a Cabinet minister. There is far more danger in India than in any other colony of the ignorant and corrupt misuse of ministerial power because India is less understood than any colony. This is because its people are less capable of making their voice heard, and because it is more difficult for Parliament to interfere in its administration with adequate knowledge, than in the affairs of any other colony.

A comment on the Government of India Act (1858) made at the time by a prominent Englishman.

Source B

We must decide if it is England's duty to try to elevate the Indian people, to raise them socially, to train them politically, to promote their progress in material prosperity; or whether her rule is just to maintain a precarious power over what is often called 'a subject race with a profound hatred of its oppressors'.

Extract from a speech made in 1881 by the Marquess of Ripon, Viceroy of India.

(a) (i) Study Source A.

What can you tell from this source about the Government of India Act (1858)? Support your answer with reference to the source. [6]

(ii) Study Source B.

How far does this source show that British rule was for the benefit of Indians? Explain your answer. [7]

(iii) Study both sources.

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

(b) (i) How was India governed before the Mutiny of 1857? [2]

(ii) What were the provisions of the Government of India Act (1858)? [4]

(iii) Why did proposals to improve life and work prospects for Indians arouse opposition among British people? [6]

(iv) 'India was worse off after the Mutiny than before it.' How far do you agree with this statement? Explain your answer. [8]

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