UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

**HISTORY** **0470/43**

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

**1 hour**

Additional Materials: Answer Booklet/Paper

*1467437526*

**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.


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## DEPTH STUDY A: GERMANY, 1918–1945

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

**Source A**

The index of the average price of goods in Germany, 1914 to 1923.

| | |
|---|---|
| July 1914 | 1 |
| July 1919 | 4 |
| January 1920 | 13 |
| January 1922 | 37 |
| July 1922 | 100 |
| January 1923 | 2 785 |
| July 1923 | 194 000 |
| November 1923 | 726 000 000 000 |

*From a German government website, 2008.*

**Source B**

When the entire economic and financial structure was crumbling, who could wait with confidence in the long-range value of anything? The only sensible approach for investors with an unemotional character was to buy shares in strong, well-managed companies early in the 1920s, and hold on throughout the period. In this way they saved much or all of their wealth. Farmers, landowners and other property owners with mortgages found that hyperinflation soon wiped out their debt. Those who did best had exchanged marks for gold or stable currencies, such as dollars and pounds, by early 1923, before new laws made this difficult. Anyone who depended on savings or pensions for a living faced a terrible situation whilst cash, of all investment forms, was the most disastrous.

*From an American economic history, 1985.*

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**(a) (i)** Study Source A.

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

**(ii)** Study Source B.

How far does this source show that people were harmed by inflation? Explain your answer. [7]

**(iii)** Study both sources.

Is one of these sources more useful than the other as evidence about the German economy by 1923? Explain your answer. [7]

**(b) (i)** What were the Freikorps? [2]

**(ii)** Describe the Munich Putsch of 1923. [4]

**(iii)** Why was the Treaty of Versailles resented in Germany? [6]

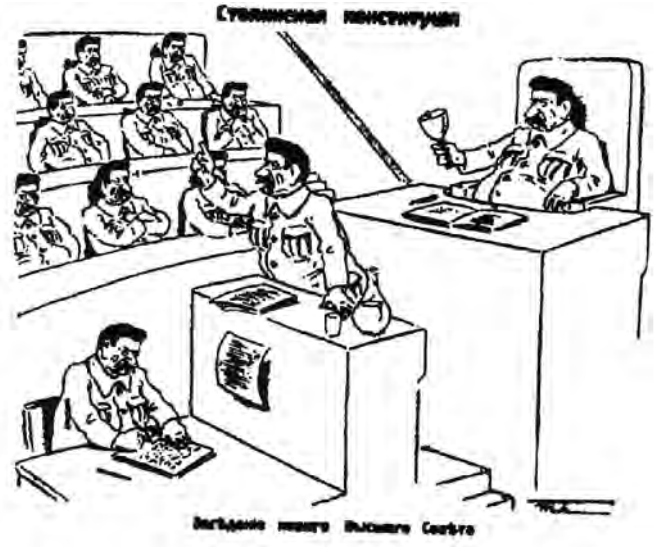
**(iv)** To what extent did the Weimar Republic recover between 1923 and 1929? Explain your answer. [8]

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## DEPTH STUDY B: RUSSIA, 1905–1941

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

**Source A**



*A cartoon published by Russian exiles in Paris, 1936. The cartoon's title is 'The Stalinist Constitution.' The text at the bottom reads 'New seating arrangements in the Supreme Soviet.'*

**Source B**

It is a mistake to assume that the 'great terror' took place only in 1937–38. For the Stalinist system to function on all levels, for it to achieve its economic, social and political goals, permanent purge was a necessity. The entire period of Stalin's rule was a bloody one, though the 1930s saw the worst excesses, as Stalin sought to secure a greater 'moral and political unity of society'. The population was silent, except when told to shout the slogan of the day, and was used to expose an endless succession of groups, supposedly hostile to Stalin.

*From a book by a former senior officer in the Soviet army, writing in 1998.*

**(a) (i)** Study Source A.

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

**(ii)** Study Source B.

How far does this source show that Stalin used purges for political reasons? Explain your answer. [7]

**(iii)** Study both sources.

Is one of these sources more useful than the other as evidence of Stalin's control of the USSR? Explain your answer. [7]

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**(b) (i)** Who was Sergey Kirov? [2]

**(ii)** Describe the purpose and working of a Show Trial. [4]

**(iii)** Why was Stalin's purge of the armed forces in 1937 a threat to the future security of the Soviet Union? [6]

**(iv)** 'Fear maintained Stalin's control of power in the USSR.' 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**

In the early Twenties mines shut down, nothin' for people to live on. Children fainted in our school from hunger. Things did pick up a bit but in 1926 there was another dip in jobs and coal and timber never did recover. My father was a farmer and a coal miner, ten kids and I'm the oldest. He wanted me to do something different but I started work in the pit in 1927 when I was fourteen. Every parent worried about their kids getting killed in mine explosions. Just a few miles away a mine exploded in 1927, killed thirty-seven men.

*From a radio interview with a coal miner in 1950.*

**Source B**

About half of all Americans lived in rural areas, mostly working on farms or in businesses that sold goods to farmers. Ten per cent of rural Americans, about six million people, were forced off the land in the 1920s as mechanisation replaced labour, surpluses could not be sold and farm bankruptcies increased. Most of these workers did not have the necessary skills for the new booming industries, which already needed less labour, but they had little choice but to go to the rapidly growing cities. The five per cent unemployment level for all workers remained the same throughout the 1920s and wages did not rise at the same rate as company profits.

*From an American textbook for students, 2002.*

**(a) (i)** Study Source A.

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

**(ii)** Study Source B.

How far does this source show that unemployment was a serious problem throughout the 1920s? Explain your answer. [7]

**(iii)** Study both sources.

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

**(b) (i)** What were trusts? [2]

**(ii)** Describe Republican attitudes to the economy in the 1920s. [4]

**(iii)** Why did industry expand so rapidly in the 1920s? [6]

**(iv)** How far do you agree that the American economy remained strong in the 1920s? 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**

Russia's policy of 'peaceful co-existence' with the capitalist world seemed to Mao to be a betrayal of Communist principles, which required hostility and the eventual overthrow of non-Communist systems. Towards the end of the 1960s there were regular armed clashes between Chinese and Russian border patrols along the frontier dividing the two nations.

*From a British history book, written in 1987.*

**Source B**

At the 1957 Congress of Communist Parties in Moscow, Mao's famous phrases 'US imperialism is a paper tiger' and 'the East wind is prevailing over the West wind' were a salute to the strength of the Communist world which had just been demonstrated by the Soviet launch of the first space satellite, Sputnik. But just at the moment that Mao called for a tough line with the West, Khrushchev was embarking on a softer line of 'peaceful co-existence' with the United States. Moreover, he was mainly interested in matters of Soviet concern (Berlin, for instance) and was not going to upset Washington by making claims on behalf of America's arch-enemy, China.

*A British historian, writing in 1978.*

**(a) (i)** Study Source A.

What can you tell from this source about Sino-Soviet relations in the 1960s? Support your answer with reference to the source. [6]

**(ii)** Study Source B.

How far does this source show that China's foreign policy was in danger of splitting the Communist powers? Explain your answer. [7]

**(iii)** Study both sources.

Is one of these sources more useful than the other as evidence about Mao's foreign policies? Explain your answer. [7]

**(b) (i)** Name **two** Asian countries supported by China against United States' forces before the death of Mao in 1976. [2]

**(ii)** Describe China's relations with Tibet and India between 1950 and 1962. [4]

**(iii)** Why did Mao believe that Taiwan was a threat to mainland China? [6]

**(iv)** How far did China's relations with other countries improve after 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**

Rhodes brought together all the diamond mines around Kimberley in 1888 as the De Beers Company. Rhodes then turned it into a political power more effective than the Government. De Beers had a system of spies meant to look out for diamond thieves. In reality they also reported on the private opinions and actions of anyone in the area who was distrusted. The Company, almost unchallenged, felt it had the right to dominate every white man and to subdue every coloured one in the whole vast area of Southern Africa. When Rhodes died in 1902, De Beers controlled 90 per cent of the world's diamond production.

*From a British history of South Africa, 1994.*

**Source B**

Rhodes was not interested only in money: he meant to become a king in a way, and a king he was for a time at least, until his own hand shattered his throne. He was constantly planning, constantly dreaming of wider areas to conquer and to civilise. It was Rhodes' magic which created the De Beers Company and the Consolidated Gold Fields in the 1880s; which added Rhodesia to the British Empire; and which attracted to the gold fields of Johannesburg all those whom they were to enrich or to ruin. Without the glamour of Rhodes' name this area could never have acquired the political importance it possessed for a short time at the end of the nineteenth century. There were millionaires as rich as Rhodes, such as Beit, but it was Rhodes who was popular, both amongst the European colonists and with the black people.

*From the memories of a friend of Cecil Rhodes, 1918.*

**(a) (i)** Study Source A.

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

**(ii)** Study Source B.

How far does this source show that Cecil Rhodes was more interested in politics than in making money? Explain your answer. [7]

**(iii)** Study both sources.

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

**(b) (i)** Name the **two** important African chiefdoms which fought against being taken over by the British in the 1870s and 1880s. [2]

**(ii)** Describe how the First Anglo-Boer War ended in 1881. [4]

**(iii)** Why did the Second Anglo-Boer War break out in 1899? [6]

**(iv)** 'The African peoples of South Africa were the losers in the conflicts between the British and Boers between 1880 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**

The land of Israel was the birthplace of the Jewish people. Here their spiritual, religious and national identity was formed. Here they achieved independence and created a culture of national and universal significance. Here they wrote and gave the Bible to the world. Exiled from the land of Israel, the Jewish people remained faithful to it in all the countries of their dispersion, never ceasing to pray and hope for their return and restoration of their national freedom.

*Taken from the proclamation of the Independence of the State of Israel, 14 May 1948.*

**Source B**

The principal weakness in the Arab forces was that we were not prepared, although we were not taken by surprise, while the Jewish forces were fully prepared. We approached the conflict as we had previous skirmishes, while the Jews conducted it as a full-scale war. Our defence was fragmented and we were in chaos. Each country was fighting alone. Our weapons were poor and defective and our aims in the battle were confused and diverse.

*An Arab historian's view of the Arab-Israeli War of 1948–49.*

**(a) (i)** Study Source A.

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

**(ii)** Study Source B.

How far does this source show that the Arab states had not expected to fight against the Jews in 1948–49? Explain your answer. [7]

**(iii)** Study both sources.

Is one of these sources more useful than the other as evidence about Israel in 1948–49? Explain your answer. [7]

**(b) (i)** What is Zionism? [2]

**(ii)** Describe the main terms of the British mandate over Palestine. [4]

**(iii)** Why did the British Government hand over its Palestinian mandate to the United Nations Organisation in 1947? [6]

**(iv)** 'Influences outside Palestine were more important than events inside Palestine in the establishment of the State of Israel in 1948.' How far do you agree with this statement? Explain your answer. [8]

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**[Turn over**

## DEPTH STUDY G: THE CREATION OF MODERN INDUSTRIAL SOCIETY

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

**Source A**

I warn the working classes not to be led away by the flattering delusion of men who will tell them that they can persuade Parliament to pass measures for their special and immediate benefit. I mean measures which attempt to regulate the rate of wages and to interfere with the relations between labour and capital. I am no opponent of the trade unions. I think, when they keep to their lawful aims, they are a useful way of maintaining the rights of the labouring classes. But they go beyond their legitimate limits when they not only agree among themselves not to work, but prevent or intimidate other persons from working.

*From a speech made by Lord Derby in 1867 whilst Prime Minister.*

**Source B**

For British trade unions in 1875 everything seemed to be getting better. Laws enacted that year, and in 1871, had placed the unions, for the first time, on a sound legal footing. These concessions to the unions apparently were linked to the broadening of the franchise in 1867. Also the Trade Union Congress, founded in 1868 with the aim to amend the trade union laws, by 1874 had achieved a membership of 1.2 million and secured recognition as a force to be reckoned with. In 1875 one of the trade unionists' foremost champions, Frederick Harrison, predicted that 'the struggle respecting the labour laws will be closed once and for all'. Harrison could not have been more wrong.

*The view of an American professor of law in 1989.*

**(a) (i)** Study Source A.

What can you tell from this source about the government's attitude towards trade unions? Support your answer with reference to the source. [6]

**(ii)** Study Source B.

How far does this source show that trade unions had become strong in the 1870s? Explain your answer. [7]

**(iii)** Study both sources.

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

**(b) (i)** What were the 'Sheffield Outrages'? [2]

**(ii)** Give the main points of the Trade Union Act (1871) and the Criminal Law Amendment Act (1871). [4]

**(iii)** Why had trade unions become stronger by the end of the nineteenth century? [6]

**(iv)** 'Trade unionists made progress by their own efforts.' How far do you agree with this statement? 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**

We do not care for the people of India. This is a heavy charge but how else to account for the facts? Do we ever care enough to know that their daily lives and lingering deaths are from causes which we could so easily remove?

*Florence Nightingale writing in 1878 about the 'Great Famine' of 1876–78 in India.*

**Source B**

Year by year England sends out fresh recruits for the Indian Civil Service. These die or kill themselves by overwork or are worried to death or broken in health in order that Indians are protected from death, sickness, famine and war and that they eventually become capable of standing alone. If progress is made all credit is given to the native. If a failure occurs the Englishmen step forward and take the blame.

*Rudyard Kipling, famous British writer about India, writing towards the end of the nineteenth century.*

**(a) (i)** Study Source A.

What can you tell from this source about British attitudes towards India in the second half of the nineteenth century? Support your answer with reference to the source. [6]

**(ii)** Study Source B.

How far does this source show that the British aims for India in the late-nineteenth century were achieved? Explain your answer. [7]

**(iii)** Study both sources.

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

**(b) (i)** Name **two** Governor-Generals/Viceroys of India between 1858 and 1914. [2]

**(ii)** What were the main terms of the Government of India Act of 1858? [4]

**(iii)** Why was India liable to famine and disease? [6]

**(iv)** 'Life for Indians improved significantly after 1858.' How far do you agree with this statement? Explain your answer. [8]

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